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ABSTRACT

Information for students, counselors, and parents to help in the evaluation of options and opportunities available for most college-bound students is presented in 20 articles. Titles and authors are as follows: "Getting the Most from Your High School Counselor" (James Warfield); "The Use of the SAT at Selective Colleges" (Judith Gatlin); "Tips on Taking the SAT" (Ernest W. Beals); "Can You Prepare for the SAT" (Stanley H. Kaplan); "Searching for Student Financial Aids" (S. Norman Feingold, Marie Feingold); "Tough Questions to Ask Any Admissions Officer" (Robert G. McLendon); "Common Mistakes Students Make in Selecting a College" (William B. Stephens, Jr.); "The Advantages and Pitfalls of Advanced Placement and Credit by Examination for the Freshman Year of College" (Carl D. Lockman); "The Academic and Social Benefits of Large American Universities" (James C. Blackburn); "The Academic and Social Advantages of a Private Church-Related College or University" (A. Mitchell Faulkner); "Advantages of Attending a State University" (Stanley J. Koplik); "Advantages of a Women's College" (Julia McNamara); "Opportunities at Independent Research Universities" (F. Gregory Campbell); "Choosing the Right College Major" (James E. Moore); "A Yearn to Earn" (Lawrence B. Durham); "The Two-Year Experience" (Jacob C. Martinson, Jr.); Preparing for a Career in the Arts" (Gene C. Wenner); "The Value of a Liberal Arts Education" (David Maxwell); "Guide to Guides for High-School Students" ("Chronicle of Higher Education" reprint); and "Learning a New Role" (Paul Krouse, Ann Krouse). (SW)

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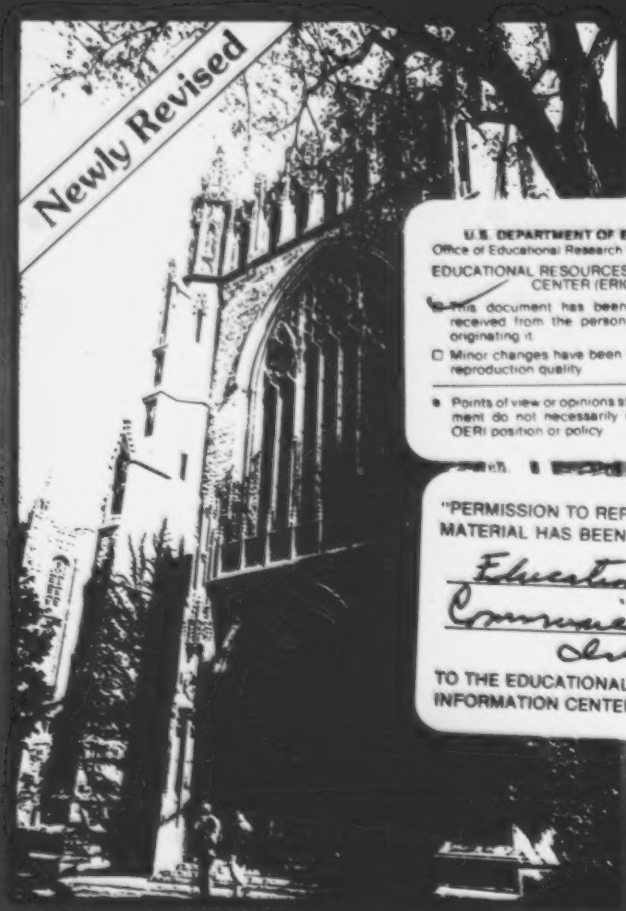

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Note to Counselors

This monograph about the college selection process is intended to serve you and your students as a resource to compliment your total guidance efforts. COLLEGE-BOUND DIGEST™ is distributed free to all 22,000 high schools nationwide as a public service to the educational community. Please feel free to "copy" articles or reproduce them to meet your needs. Should you desire additional copies for your department, see enclosed order form.

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We wish to acknowledge the special contribution of Robert McLendon, Executive Director, Brookstone College of Business, High Point, North Carolina who was instrumental in selecting appropriate topics and authors for this publication.

Foreword to Students

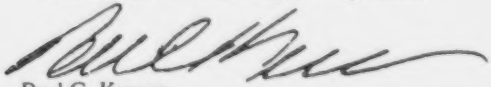
The college admissions process and the college selection process are complex and much debated procedures which confront more than 50% or our nation's graduating high school students. Selecting the right college can be frightening, confusing and overwhelming, sometimes all at the same time. It can also be exciting, informative, challenging and rewarding, generally dependent on how much effort the student expends on the process.

There are numerous fine directories which describe in as much detail as you would ever want the complete facts on each and every one of the more than 3,000 colleges and universities in the United States. Most high school guidance offices and local libraries have these directories for reference.

The purpose of the COLLEGE-BOUND DIGEST is to help the student explore the choices and options available — the advantages of big schools, small schools, public, private, church related; the importance of testing and test preparation; the opportunities for financial aid. We have attempted to provide the student with information which will help in the evaluation of the options and opportunities available to most college-bound individuals.

We must emphasize the importance of high school counselors in the entire process. When candor and commitment to the process are displayed by the student, the counselor can generally be effective and helpful in guiding the student to the right choices.

Good luck, relax and enjoy the process.



Paul C. Krouse
Publisher

WHO'S WHO AMONG AMERICAN
HIGH SCHOOL STUDENTS

Getting the most from your high school counselor

By James Warfield

A high school counselor, helping you apply to college, is able to provide a wide variety of services tailored to your needs. The nature of this assistance will depend upon your abilities and achievement as well as the nature and quality of the colleges to which you apply. Effective use of the counselor's services will require you to have frequent discussions. Although your ideas about which colleges to apply to will change often, the more closely you work with your counselor the more valuable he/she will be to you.

Finding, selecting and applying to the colleges that are right for you is a long and studied process. It involves a lot of letter-writing, telephoning, research, weighing alternatives, and just plain old thinking. It's a decision-making process.

Your counselor makes recommendations as to which courses you should be taking in high school. These recommendations should be based upon your academic abilities and goals. This is a critical issue because the appropriateness of this advice is determined by the consistency between your aspirations and aptitudes. Verifying the accuracy of your self-perceptions is important in order to avoid sudden surprises caused by false hopes or unrealistic expectations. The reason why your counselor exists, is to help you become everything you are capable of within a realistic framework.

For many students, the college selection process begins with the PSAT, taken in the fall of the junior year. Your counselor should advise you which of the college entrace tests to take, SAT, ACT, ACH and AP, and when to take them. The type of college you apply to will determine which tests to take. The quality of the college, or the quality of your own academic program, and whether or not you plan to apply Early Decision, will determine when you should take such tests. Many students don't know in their junior year to which schools they'd like to apply, so advance planning is necessary in order to maintain open options.

Finding the right college will require you to know yourself, your likes and dislikes. In what kind of environment do you see yourself being most comfortable? Can you picture yourself at a small college or a mid-size or large university setting? Do you want a school to be in a rural community, a suburb or to be in an urban environment? Do you want to be in a different geographic part of the country or is being close to home important to you? What are some of your academic areas of interest? What kind of extra curricular offering do you want to participate in? As you answer these questions the attributes of your ideal college will become more clear. Through discussion with your counselor

you'll be able to assess your needs, and more clearly focus your perceptions of yourself and of the schools you will be researching.

Your counselor should help generate a list of colleges that meet your requirements by drawing upon his/her own wealth of knowledge or utilizing the many reference materials available.

Many counselors have access to computers that will provide a list of colleges for you to investigate, once you have determined the characteristics you are looking for. If the guidance office does not have a computer, the same information can be obtained, with a little effort, from the commercially published reference books that are available through your counselor. After generating a list of perhaps twelve to twenty schools, your research really begins.

Resource books provide a wealth of statistical and narrative descriptions on virtually every college. The counseling office is likely to have college catalogs as well as files on each college containing brochures, view books and leaflets of the various academic and extracurricular offerings available at that particular school. Although college catalogs are boring reading material, information relating to admission procedures and requirements, course offerings and requirements for each of the academic majors are outlined. In addition, course prerequisites and methods of exempting yourself from some prerequisites are also indicated. As your research continues, you'll be able to eliminate schools and determine some colleges in which you are seriously interested.

Many high schools set up procedures whereby students may meet with representatives from colleges to obtain more information or answer individual questions. These representatives may be the Director of Admission, Admissions officers, or personnel hired to represent the college. Of course, the more you know about the college, before talking with the college representative, the more value they will be to you. Some colleges require an interview either by the representative, an alumni, or by an admissions officer. Your counselor should help you determine if an interview is necessary in your situation.

Campus visits are the most effective means to determine if the college is right for you. When to visit is a matter of individual taste or need. A school you casually visit during a summer vacation will serve a different purpose, and have different flavor, than a visit made in the fall after you have applied. It is also difficult to compare schools that are on break from those in session. Keep in mind that as you visit more schools your observational skills will become more sophisticated and your reflections of each will be altered. It may be more prudent to visit only those schools to which you have been accepted, after you have received all your admissions decisions.

As you narrow your choice of colleges, your counselor should review with you the possibilities of acceptance or rejection at each. At least one of your choices should be a safety choice, one in which you are almost guaranteed of being admitted.

After the list of colleges to which you are going to apply has been determined, it is your responsibility to obtain the application and meet deadline dates. Many colleges require a counselor's recommendation or a Secondary School Reference. Some require additional recommendations from specific teachers. Establish application procedures with your counselor so that he/she, the teacher, and school have adequate time to do their part in order to meet your deadline dates. If you are required to write an essay, or personal statement, discuss this with your counselor. These discussions serve several purposes: help you generate ideas and narrow topics that you wish to write about; provide you with suggestions that will enhance your applications; and provide the counselor with insights that will compliment your application.

It is your responsibility to file your applications on time, see that your test scores are sent to the admissions office, and file the financial aid applications. Your counselor will help you determine which scores to send, which financial aid form is required and how to fulfill these requirements.

Selecting and applying to a college is a decision-making process. The truly wise decision maker knows that he must clarify questions, obtain the most information possible, and probe until no new information becomes evident. Generally, the more information obtained, the better the decision, and the happier the college experience.

Jim Warfield is Director of Guidance at Lake Forest High School, Lake Forest, Illinois. Jim is currently involved and active in a number of professional organizations, and presently serving on the National Advisory Council for The Educational Records Bureau, Wellesley, Massachusetts.

The use of the SAT at selective colleges

By Dr. Judith Gatlin

For many students the numbers — from 200 to 800 on the verbal and on the quantitative sections of the College Board examination — seem to be the voice of doom; for others, they announce the possibility of admission into the nation's most selective colleges. But just how important, really, are those scores, and how will college admissions committees interpret them?

It is important to remember that the SAT (or ACT) is only one part of your total record. Your rank in your high school class, your grades, extracurricular activities which show leadership potential, and your recommendations are all extremely important. In addition, some colleges will consider your geographic location (it may be easier for the valedictorian of a South Dakota high school to enter Harvard than for the top student in a Connecticut prep school), your relationship with alumni, your religious preference at some denominational colleges, and the success of other graduates from your school at the institution.

Colleges treat scores, grades, rank, activities and recommendations in a variety of ways, but very few use arbitrary cut-off scores to determine acceptance. Every selective college or university attempts to select a class which will be successful (they don't want you to flunk our after your first year). Students who are admitted are those who they can predict will do well; and admissions staff experience with standardized tests suggests that certain levels of achievement, can be predicted with a fair degree of accuracy when used in conjunction with the high school record.

Often the total score on the SAT is less important than the individual score on either the verbal or the quantitative aptitude section. While colleges and universities may publish their average SAT as a combination, many liberal arts colleges believe that the verbal score is a particularly good indicator of ability, and many technically oriented engineering programs will be impressed with a very good quantitative score. A pre-engineering student with an 1150 SAT may be a very good candidate if his scores are 450 on the verbal section and 700 in the quantitative area; he might be substantially less impressive with 650/500.

One of the problems that many students confront when they first look at their scores is a sinking feeling that their numbers do not match their high school achievement level. The 'A' student who is third in her class and barely makes a 450/450 on the SAT is disappointed for days afterwards. It is important, however, to understand what your scores mean. The national average on the verbal section of the SAT is 427; on the mathematics section it is 467. Clearly, many college bound students will have a total score under 900. Many colleges and most state universities have average scores at this level or below it; more selective institutions will generally have average scores that are substantially higher, but even among these colleges there will be a number of students whose scores are at this level if their grades and rank indicate a strong chance of success.

But how can you explain or understand an average score when you have been an excellent student? It may be that you had a bad day (or a bad night before); a headache, too little sleep, a testing environment that is too hot or too cold may cause your scores to be less than your best. It may be that the scores are an accurate indicator of your aptitude and that you are a high achiever. Or it may mean that your grades have been inflated and that you have not been challenged by teachers or peers. One way that you can determine if it was just the specific test day is to compare your scores on the SAT with your PSAT. If you scored, for example, 48/50 on the PSAT and have a combined total on the SAT of from 970 to 1020 your test is probably valid. If, on the other hand, your PSAT was 55/58 and you scored 1020 on the SAT, you probably should plan to retake the examination to see if the second time might show real improvement.

In addition to the "bad day" low score there are other reasons that good students do not do well on standardized tests. It may be that they panic under time pressure, that they are unfamiliar with national tests and the testing environment, or that their skills and abilities cannot be shown on such tests. Really creative students, those with talents in the arts, and those who work very slowly through a problem, analyzing as they go, are sometimes at a disadvantage. If you fall in one of these categories, it is especially useful for a teacher whose recommendation you have requested be asked to discuss your other strengths in an admissions letter.

Some students retake the SAT two or three times to see if they can improve their overall scores, and it is important to realize that scores will vary slightly every time you take a Scholastic Aptitude Test. A variation of 30 points in either direction is normal; more than 50 points, unusual. How worthwhile is it to retake the SAT if your scores are under the average published by the college of your choice? Some schools, like Furman, accept your best scores from each test. Others may average your test results. It is probably true that you can improve your quantitative score with tutoring over several months; improving verbal scores is far more difficult. You should remember, however, that while selective colleges have many high-scoring students, their *average* SAT is just that: there have been many others whose scores are under the average but who have the proven achievement to be admitted.

Suppose, however, that you are very interested in an institution which indi-

cates an average SAT of 1275; your score is 1050, but your parents are alumni, you graduated in the top 20% of your class, and you have been an outstanding high school leader. Academically you would be in the bottom quarter of your class, yet you may well be admitted because of your parents and your activities. Should you attend such a college? Will you be able to compete at a level comfortable for you with students whose high school backgrounds may be substantially superior? Are you ready to make a number of "C's" or to study harder and longer than your roommates?

You should consider, too, that very high scores do not necessarily mean admission to the college of your choice. Several years ago a young man with an SAT score of 1440 applied to a selective Southeastern liberal arts college. He had graduated in the lower half of his high school class and although he had been involved in some extracurricular activities, he also had been a discipline problem in high school. After substantial discussion, he was not admitted, but the college admissions office was interested enough to trace his career several years later. He had flunked out of two other colleges. SAT scores indicate aptitude — the ability to learn — not achievement. They do not show the desire to learn, the ambition to succeed or the perserverance necessary for academic excellence. College admissions officers are aware of these facts and they will read your entire application with an awareness that you are more than a score on a computer printout.

Dr. Judith Gatlin is the Director of Educational Services and Assistant Professor of English at Furman University, Greenville, South Carolina. She has authored various articles for the *Journal of College Placement* and is a former columnist for the *Charlotte Observer*.

Tips on taking the SAT

By Dr. Ernest W. Beals

If you are college-bound or plan to be, chances are that you will be required to take a college admissions test such as the Scholastic Aptitude Test (SAT) of The College Board or the American College Testing Program's assessment test (ACT).

The SAT's format and content have changed enormously over its 55 years of existence, and is now designed to measure the extent to which your reasoning abilities, that is skill with verbal expressions and mathematical concepts, have been developed up to the time you take the test.

It is important to realize that students are neither accepted nor denied admis-

sion to an institution solely on the basis of SAT or other test scores. When looking at prospective students, institutions of higher learning also stress to varying degrees such factors as your high school record (including courses taken, grade patterns, and class rank or high school average) and extracurricular activities. Other factors may be the outcome of personal interviews and teacher of counselor recommendations, as well as the student body needs of the college or university itself.

Students frequently ask: What can I do about raising my SAT scores or about making them better than they would be otherwise? The answer is: Quickly and immediately, probably not much. Over longer periods it depends on how much time, effort and concentration goes into the preparation. The abilities measured by the test are related to academic success in college. These abilities grow over a period of time through learning experiences such as those encountered in the family, in the classroom, with your friends and associates, and in reading and independent study.

The best preparation for the SAT is to have had varied opportunities of this kind and to have made the most of them. The contents of the tests cover such a broad area that trying to "cram" for it has never been found to yield validly measurable results. You may, however, find it useful to review some of the fundamental principles of algebra and geometry in order to refresh your memory for the mathematical section of the test.

In order to reduce anxiety and increase confidence when test time arrives, here are some valuable tips: First, become familiar with the format of the test. Obtain a copy of the informative booklet, *Taking the SAT*, from your guidance counselor. This free booklet describes the nature and components of the SAT and, provides a full sample SAT which you can administer and score yourself. By taking this sample test, you will familiarize yourself with the directions and the format of the questions. You will also gain valuable practice in allocating your time to each item.

You will also learn that, as a rule, the easier questions of each section come at the beginning of that section, with the questions growing progressively more difficult to the end of the section. Use your time wisely. If you find the individual items of a particular section are extremely difficult for you, read quickly through the remaining questions in the group, answering only those that you feel you know. You should then begin work on the next set of questions, returning to the omitted questions in that section if you have time. You receive as much credit for answering correctly the questions you find easy as you get for answering the hard ones. Above all, don't panic. You recieve one point for each question correctly answered; you lose a fraction of a point for each item incorrectly answered. You neither gain nor lose points for omitted questions. Therefore, keep in mind that random guessing on questions will rarely increase your scores, and might even have the effect of reducing your raw score. However, some selective guessing can pay off for you: If you can confidently eliminate as incorrect at least two of the possible four or five answers to a question, then it would be to your advantage to take a stab at one of the remaining answers to that question.

Your raw score on the SAT is determined by adding up all correct answers and subtracting from that total the sum of the fractions for all incorrect answers. The raw score is then converted to the College Board scale ranging from a low of 200 to a high of 800 on the verbal and mathematics sections of the SAT.

The Test of Standard Written English (TSWE) is a 30-minute multiple-choice test administered with the SAT. The questions evaluate your ability to recognize standard written English, the language of most college textbooks and the English you will be expected to use in the papers you write for college courses.

The scores may be used to place you in a freshman English course that is appropriate for you.

Contrary to the anxiety-ridden expectations of students taking the SAT and TSWE for the first time, these tests do not require specialized knowledge in science, social sciences, literature, or any other field.

In brief summary, the best strategies to follow in order to prepare yourself for taking the SAT include: enroll in college preparatory courses that your school offers, maintain good solid and consistent effort in your everyday classroom work and classroom tests, force yourself to read as many and varied outside readings as possible, brush up on your algebra and geometry lessons, become familiar with the SAT format, content, directions, etc. (obtain a copy of *Taking the SAT* booklet from your counselor and take the sample SAT test, score it yourself, and read the suggestions and explanations included with it), get a good night's sleep the night before the examination and take a positive attitude with you to the test center. If you do all of the above, you will be putting your best foot forward and enhancing your changes of obtaining good test scores. Good luck to you.

Dr. Ernest W. Beals is Association Director of the Southern Regional Office of The College Board. Dr. Beals has worked in the field of education for the past 26 years at the high school and college level including 13 years in college admissions.

Can you prepare for the SAT?

By Stanley H. Kaplan

The discussion of the issue of preparation for the SAT has come full circle since the 1950's. In the 1957 Bulletin, issued to the students, the College Board stated, "Coaching may be a sound and rewarding method. If coaching means an honest effort, under the guidance of a good teacher, over an extended period of time, to improve those skills in which you are weak, then it can be recommended as effective study." In the 1960's, the statement about the possible positive effects of coaching was withdrawn. The reason, I was told, was the proliferation of cram schools that preyed on students' (and parents') anxieties and offered little of educational value and little possibility of an improvement on the SAT. And now in the 1980's, the College Board and ETS which constructs the SAT, once again are distinguishing between cramming and long-term coaching which is now looked upon as "supplementary education."

Can one be prepared for the SAT? My answer is an emphatic yes. Some students can prepare by self-study. There are many materials, including tests

released by the College Board and SAT review books available at bookstores. My organization has been preparing students for the SAT for more than thirty years. Actually — and this is important — we are not preparing for the SAT per se. Rather, we are working to improve a student's basic math, verbal, and reasoning skills. The SAT does not measure a scholastic aptitude — if by aptitude we mean an innate, unchangeable indication of academic potential. The SAT measures the level of verbal and mathematical achievement, including the ability to handle innovative, non-routine approaches in these areas. The SAT evaluates the learning experiences of students in and out of school. The more the experience, the higher the level of achievement and therefore the higher the SAT score. Only an improved student can achieve an improved score. It seems that many students and parents still believe that all a test preparation program has to do is teach a few test techniques and strategies, wave a magic wand, and presto — a higher score. The goal of an SAT preparation program should go beyond that of improved SAT scores. It should provide improved skills to insure better performance at the college level. In fact, parents are beginning to realize the valuable long-range effects of SAT preparation. When reports of declining SAT scores made a big splash in the press, several years ago, the enrollments in our programs increased dramatically, despite the decreasing importance of SAT scores in the college admissions process. Declining SAT scores indicate a deficiency in basic skills which in turn could mean a poorer performance at the college level. Years of experience have convinced me that the "specter" of the SAT is an excellent device in motivating students toward working and improving these skills necessary for success at the college level.

Unfortunately, too many students memorize facts that teachers and textbooks provide, regurgitate this information on a test, and then promptly proceed to forget. A review can be of immense value in "bringing it all back," in making what one has learned more meaningful, and in giving the student an opportunity to think more creatively. This does not mean that every student should enroll in an SAT preparation program. Certainly, you should take at least one of the released exams to become familiar with the instructions, format, content, and time pressures of the test. If you feel, however, that you would like to enroll in a structured program of preparation, here are some tips you might follow in choosing a legitimate program that could give you the maximum benefit:

1) The program should be a long-range one — extending over a period of at least several months. Cram courses are of little value. The lessons should be held weekly with home-study assignments in between to reinforce what has been taught in class.

2) The classes should be small — not seminars of 100 or so. A class size should not exceed 25.

3) There should be an opportunity to make up missed lessons. Very frequently, you might miss a lesson because of illness or other commitments. Certainly, you should not give up studying for an important school exam in order to attend a class session.

4) The program should offer you the option of continuing your study for the SAT if you choose to take the exam for a second time.

5) Most important, the school should have a *permanent* location where you might look at the materials and be able to talk in depth with a person in charge. Beware of fly-by-night programs that advertise by box numbers, have tele-

phone answering services, hold classes in hotels or other meeting rooms, and silently steal away when the course is over.

6) The better programs offer scholarship assistance if you cannot afford to pay for the program.

7) You should check a program out with others who have taken it previously. Their experiences as to the quality of the teaching, the adequacy of the materials, and most important, the improvement they have achieved, can be most helpful in making your decision.

Be suspicious of high pressure tactics designed to corral you as a student — such as statements that the SAT is the most important exam you will ever take, claims of fantastic improvements, and guarantees of improved scores. Avoid correspondence courses. They are often expensive — almost as much as a course with live class programs. Usually the purchase of an SAT review book and use of materials supplied by the College Board itself is just as helpful.

Remember, the SAT is *not* the most important exam you'll ever be taking. It is only one of many criteria used by admissions officers to make a decision. Certainly your high school record is more important than the SAT score you will get.

Perhaps one of the best reasons for some kind of preparation is to make sure that the SAT score evaluates your achievement as reliably as possible. After all, you wouldn't enter a tennis tournament cold. I've seen hundreds of cases of underachievers or poor "test-takers" whose self-images have been enhanced by improved scores that more accurately evaluated this academic achievement.

Remember, there is much you can do on your own long before you take a preprartion course or even decide to do so. You can start reading — newspapers, magazines, best-sellers, — read something that interests you, but read! At the same time, you'll be improving your vocabulary and the ability to integrate ideas. In math, as well as in science, don't just memorize rules and standard ways of attacking problems. Try to reason things through and find out the why as well as the how as well as the what. Then, when the time comes to review for the SAT, you will have done most of your preparation already. Good luck!

Stanley H. Kaplan is Executive Director of the Stanley H. Kaplan Educational Center, Ltd., New York, New York with offices nationwide and abroad. Kaplan has been featured in numerous articles including *Time*, *Newsweek*, and the *New York Times*. He has also appeared on numerous public radio and television programs as an authority on test preparation.

Searching for student financial aids

By S. Norman Feingold and Marie Feingold

The purpose of this article is to suggest practical techniques and pathways for gathering accurate information about financial aids that are available and to indicate time frames within which it is advisable to initiate financial aid seeking efforts.

1. Start Early

The high school student should begin not later than the beginning of the junior year of high school. Many scholarships require that the student have taken the Scholastic Aptitude Test or the Preliminary SAT. The National Merit Scholarship competitions start the beginning of the junior year in high school. Many organizations use the results of this exam for the selection of their recipients; and this includes some companies which provide scholarships for the children of its employees. Some colleges select student aid recipients from National Merit competitors. Some competitions for research fellowships, overseas grants may close a year before recipients are announced.

2. Federal Publications

A. The U.S. Department of Education publishes two helpful pamphlets, that are revised annually. They are *Five Federal Financial Aid Programs: A Student Consumer's Guide* and *Federal Financial Aid for Men and Women Resuming Their Education or Training*. They are both available without cost from Federal Financial Aid, Box 84, Washington, DC 20044.

B. Veterans Administration each January publishes *Federal Benefits for Veterans and Dependents*. It contains details of educational assistance and is available from the Superintendent of Documents, U.S. Printing Office, Washington, DC 20402. Cost $1.50.

C. The Department of Defense. Each of the armed forces has ROTC programs and annually revises its pamphlets about programs.

Achievement through Education, Air Force ROTC is obtained from the Department of the Air Force, Air Force Reserve Officers Training Corps, Maxwell Air Force Base, AL 36112.

Navy-Marine Corps Scholarship Programs. U.S. Department of the Navy, Navy Recruiting Command, 4015 Wilson Boulevard, Arlington, VA 22203.

Information about Army ROTC scholarships can be obtained by writing to: Army ROTC, P.O. Box 7000, Larchmont, NY 10538.

D. The U.S. Department of Health and Human Services, Washington, DC 20201 maintains up-to-date publications about social security benefits. Details should be obtained from the local Social Security office. Generally dependents

of deceased or disabled contributors to Social Security are eligible for benefits while they are full-time elementary or high school students under the age of 19. Until April, 1985, there is a phasing out of the benefits as they existed until August, 1981.

Information about financial aid for students in the health and allied health professions is available from the U.S. Public Health Service, Bureau of Health Manpower, Student Assistance Branch, Center Building, Room G-23, 3700 East-West Highway, Hyattsville, MD 20782.

E. The U.S. Department of the Interior, Bureau of Indian Affairs, Washington, DC 20245 publishes pamphlets about educational assistance for native Americans.

If you are having difficulty locating information about Federal financial assistance for training and education, write to your Congressman or Senator at either his local office or at his Washington, DC office in the House of Representatives of the Senate.

3. State Publications

Most if not all states publish booklets or flyers about the student financial aid programs they administer. *Five Federal Financial Aid Programs: A Student Consumer's Guide* lists the names, addresses and telephone numbers of every state agency that provides information on the Guaranteed Student Loan Program and *Federal Financial Aid for Men and Women Resuming Their Education or Training* lists the names and addresses of each state scholarship agency. For details write to the state scholarship agency of the state in which you are a resident.

States also publish material on scholarships for special groups within the state such as veterans and their dependents, policemen, prison guards and firemen. It is likely that the state scholarship agency can give you the name and address you need.

Your state Senator can help you locate state aids.

4. Local Publications
(City and County)

Many communities have a printed or typed listing of student aids available to their residents. Your counselor may be helpful in directing you to these sources.

5. Know the ethnic, religious, and place origins of your family.

A fairly large amount of student financial aid is awarded by private organizations to persons of specific origin. Consult *Scholarships, Fellowships and Loans, Volumes VI and VII*, by S. Norman Feingold and Marie Feingold, and the *Scholarships, Fellowships, and Loans News Service and Counselors Information Services*, Bellman Publishing Company, P.O. Box 164, Arlington, MA 02174-0164.

6. Know for whom your parents or guardian work.

Some corporations and labor unions provide awards for their employees and members respectively. Have your parents speak to the personnel department of the company and the steward of the labor union for details. Company and union newspapers, magazines are good sources of keeping abreast of these financial aids.

7. As soon as practical for you, try to determine a **field of interest and hobby.** Some aids are given for majoring or studying certain subjects or having engaged in specific activities.

8. Enter Contests.

There are many different kinds of contests. The National Federation of Music Clubs, 310 South Michigan Ave., Suite 1936, Chicago, IL 60604 publishes scholarships and awards charts for two-year periods.

9. Get your own work experience.

Students who have been caddies or delivered newspapers or worked in other capacities are often eligible for scholarship competitions. Tuition refunds from the company for which you work cover a part or all of the fees for courses. Generally, the course must be related to your work and permission must be obtained.

10. Attend free post-secondary institutions of education and training.

The military academies and the Webb Institute of Naval Architecture are schools for which there are no tuition or room and board fees.

11. Consider scholarship loans.

In areas of work in which there are manpower shortages, it is possible to convert a loan to a scholarship by working in a given geographical area or in a specific subject matter field. Teaching the handicapped and working in rural poverty areas where there are shortages of specific personnel are two ways. Generally these programs are federally or state sponsored.

12. Loans to parents, to children of employees, to residents of service areas.

Such loans may be administered and awarded by business, foundations, banks, non-profit corporations. Two programs for which you should write for information are those of the United Student Aid Funds, Inc., 200 East 42nd St., New York, NY 10017 and Richard C. Knight Insurance Agency, Inc., 53 Beacon St., Boston, MA 02108.

13. Attend Cooperative or Work-Study Schools.

Your earnings will cover much if not all of your tuition and living expenses. More than 200,000 college students are enrolled in cooperative education programs. In the "typical" co-op program, students alternate semesters of study and supervised paid work. More than 1,000 colleges now offer co-op programs. Request *Undergraduate Programs of Cooperative Programs in the United States and Canada* which is available at no cost from the National Commission for Cooperative Education, 360 Huntington Ave., Boston, MA 02115.

14. Apprenticeship Training

In the skilled trades this is a way to learn and earn. Details are available from the following four sources: State Bureau of Apprenticeship and Training (one office is located in each state capital); a network of approximately 2,300 local and state employment offices; in a number of states there is a state apprenticeship council; U.S. Department of Labor, Bureau of Apprenticeship and Training, 601 D St., N.W., Washington, DC 20213.

15. Teachers, principals, ministers, lawyers, bankers, business people, counselors may know of individuals who anonymously assist deserving individuals to obtain the training and education they are seeking.

16. How do you locate the donors and administrators of financial aid programs?

There are a number of publications that should either be in the public library, school library, or college library. If not, request the library to order them. Some are:

Need a Lift, American Legion, P.O. Box 1055, Indianapolis, IN 46206. Revised every fall.

Scholarships, Fellowships and Loans, Volumes VI and VII, S. Norman Feingold and Marie Feingold. Bellman Publishing Company, P.O. Box 164, Arlington, MA 02174-0164, 1977 and 1982 respectively.

Scholarships, Fellowships and Loans News Service and Counselors Information Services, quarterly newsletter. Bellman Publishing Company, P.O. Box 164, Arlington, MA 02174-0164.

Don't Miss Out. The Ambitious Student's Guide to Scholarships and Loans, 5th ed., 1980/82, Robert Leider, Octameron Associates, Alexandria, VA. Published biennially.

Financial Aids for Higher Education 1980-81 Catalog, 9th ed., 1980, Wm. Brown Publisher, Dubuque, IA.

AFL-CIO Guide to Union Sponsored Scholarships, Awards, and Student Financial Aid, 1981. AFL-CIO Department of Education, 815 16th St., N.W., Washington, DC 20006.

Additionally, there are local newspapers, particularly suburban ones. They generally announce who won what and provide a name or address you can contact.

Local banks, community foundations, and social service agencies are aware of funds about which there is little or no publicity.

Usually there is less competition for local student aid funds in comparison with those available to candidates on a national level.

Many states publish directories of local aids. Your guidance counselor or public librarian will know how to obtain a copy or will have a copy for you to read.

17. The financial aid office of the institution you wish to attend or are attending.

Many funds are administered by the schools themselves, and you must let the financial aids officer know of your need for assistance. Many schools and colleges and universities publish a directory of their aids; they are usually free.

18. Answer all letters and application forms with great care.

Be certain that you have answered every question; for those not applicable, write N/A. If at all possible, type; be certain of accuracy and neatness. Meet all deadline dates. Deadline dates may change from those listed in directories. You need enough time to edit your answers several times. The quality of essays when they are required with the application blank is an important screening device. Be certain you remind your references and schools you've attended to submit requested material on time.

19. If you try each one of the methods described above and have ability and potential, you have a good chance of getting student aid. A study by the authors showed that with students of equal ability, the ones who applied to more resources were more successful in obtaining assistance. You may get a scholar-

ship on your second try from the same fund.

Good luck. Don't let the lack of money deter you from seeking further education and training. Your post-secondary education can open up rewarding careers to which you otherwise would not have access.

Dr. S. Norman Feingold is President, National Career and Counseling Services, Washington, DC; Honorary National Director of B'nai B'rith Career and Conseling Services; Past-President of the American Personnel and Guidance Association and the author of several publications including seven volumes of *Scholarships, Fellowships and Loans.* Marie Feingold is a Rehabilitation Counselor, Washington, DC and co-author of volumes six and seven of *Scholarships, Fellowships and Loans.*

Tough questions to ask any admissions officer

By Robert G. McLendon

As a college admissions officer for the past fouteen years, it is clear to me that today's prospective students are carefully comparing colleges and striving to learn all they can about the colleges to which they apply. The age group of 18 to 24 year olds is declining in the United States, and this is creating a type of "buyer's market" in the market place of higher education.

In order to assure yourself that your expectations of a college are met, you, the student consumer, need not hesitate to ask admissions officers some "tough questions." This article will offer you a few suggestions of some tough questions that I hope will help you make the right choice when selecting a college.

Academic Questions

1. How many students in last year's freshman class returned for their sophomore year?
2. What percent of the freshman class obtained a 2.00 (C) average or above last year?
3. If accepted, will you tell me my predicted freshman grade-point average? Many colleges use a mathematical formula based on studies of currently enrolled students to predict an applicant's freshman grade average.
4. What is the college's procedure for class placement? This is expecially important in the areas of English and mathematics because freshmen often vary significantly in their ability to handle these important academic skills.
5. What procedure is used to assign a faculty advisor when the student is undecided as to the major area of study?

6. What type of additional academic services does your college offer at no additional cost to the student (e.g., tutoring, career or personal counseling, study-skills workshops, improving reading speed, etc.)?

7. How effective is your college's honor code? What is the penalty for cheating?

Social Questions

1. What is the average age of your student body and what percent resides on campus?

   Many colleges today have a large and increasing population of commuting part-time adult students and a dwindling enrollment of 17 to 18 year old full-time, degree-seeking students residing on campus.

2. Is your college a "suitcase college" on the weekends? If not, what are some typical weekend activities for students on your campus?

3. What procedure is used to select roommates if no preference is listed?

4. What are some of the causes of students being suspended or dismissed from your college? Is there a system of appeal for those who have been dismissed?

5. How can a prospective student arrange a campus visit?

   Clearly the best possible way to evaluate a college socially is to plan a visit to the campus. When you visit, try not to be shy. After your talk and tour with the admissions officer, walk around by yourself and informally ask students their opinions. A good place to chat with students is in the college's student center or at the dining hall.

6. What are some of the rules and regulations that govern residence hall life? Are there coeducational residence halls?

Financial Questions

1. What percent of your students received financial aid based on financial need?

2. What percent of your students received scholarships based on academic ability?

3. What percent of a typical financial aid offer is in the form of a loan?

4. How much did your college increase cost (room, board, tuition, and fees) from last year to current year?

5. If an accepted student must submit a room deposit, when is the deposit due, and when is it refundable?

   The deposit should be refundable in full up to May 1, if the college or university is a member of the National Association of College Admissions Counselors.

6. If my family demonstrates a financial need on the FAF or FFS forms; what percent of the established need will typically be awarded? When can I expect to receive an official financial aid award letter?

The distinguishing quality of any person is the quality of the mind, and the college you select will have a long-lasting impact on your career and life. I realize that you are painfully aware of the need to make the right college choice because most high school students realize that the college years are often the most productive stage of life. Knowing what questions to ask an admissions officer is an important part of this decision-making process. Most admissions officers want you to ask "tough questions" because if you make the wrong choice we, too, have failed in our job.

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Association of College Admissions Counselors and has been Chairman of the Admissions Practices Committee of the Southern Association of College Admissions Counselors. He is a member of the Executive Board of SACAC and President-Elect of the Carolinas Association of Collegiate Registrars and Admissions Officers.

Common mistakes students make in selecting a college

By William B. Stephens, Jr.

The process of choosing a college can be a rewarding, worthwhile experience or it can be an endless, frustrating series of mistakes. Those mistakes are common and are usually the result of inadequate research and preparation — both characteristics you will need as a successful college student. The selection of a college is a good place to begin developing those virtues.

Begin the process with a series of questions. Am I most interested in a small, medium, or large college? Do I want to stay close to home or go away? What will be my major? Does the college have a broad curriculum if my major is undecided? How academically competitive do I want my college to be? What are the costs? Is financial aid available? Which extracurricular activities are the most important to me? When these questions are satisfactorily answered, it is time to begin the next stage.

Research is of primary importance in selecting a college. Do not make the mistake of choosing a college simply because your friends go there. List priorities. Be willing to invest time and effort in investigating colleges which share these priorities.

In writing to colleges for information, be neat, concise, and accurate in providing information about yourself. Many students forget to include the address to which the college should send material. Also include your high school graduation date, the high school you attend, your anticipated major (if that has been decided), and any pertinent information regarding grades and test scores. Decisions are made about students on the basis of their initial contact with the college. Do not be careless in this important decision.

There are numerous publications which are helpful in gathering information. These publications may be located in school and public libraries, bookstores, and guidance offices. Many are cross-referenced according to majors offered, geographic locations, costs, and sizes. Once familiar with college publications, the task of choosing a college becomes an easier one. Do not make the mistake of floundering with too many college options.

Your school guidance office can offer an abundance of information. Among

the many contributions of guidance counselors is the provision of data concerning financial aid, college representatives scheduled to visit the school and/or vicinity, College Fairs, and testing for college entrance. In addition, most schools provide counseling to help students choose colleges compatible with their scholastic aptitudes, personality, financial means, and extracurricular interests. Often these guidance resources are not tapped, yet they can be among the most beneficial that you could explore.

Do not neglect the value of contacting alumni, college representatives, and currently enrolled students. Alumni can provide firsthand accounts of life at college while representatives will have the current facts about admissions requirements, new majors offered, scholarships, sports, and campus activities. Students who are currently enrolled in a particular college can provide additional insight into the actual experiences you can expect at the institution.

It is important that you visit the colleges which are your first preferences. Never will catalogs, counseling, or recommendations from alumni replace an actual visit to the campus. Much can be learned from sitting in on a few classes, walking through dormitories, and talking to faculty and staff. It is extremely risky to choose a college without personal observation.

Many colleges have orientation programs to acquaint students and their parents with the facilities and various aspects of student and faculty involvement. Investigate the colleges being considered to discover their plans for orientation programs. Do not fail to be present at the programs in which you are most interested.

Since the cost of attending college can be one of the greatest factors determining your choice, the possibility of obtaining financial aid is to be taken into careful consideration. Watch for the deadlines in applying for financial assistance, and have the appropriate forms completed well in advance. If financial aid is offered, be certain to compare the amount of aid offered and the total cost of attending that particular college. Remember that the matter of final importance is in determining the amount which has to be paid by you and your family.

College preparations should begin in the ninth grade. Solid academic courses (usually beyond the minimum required for high school graduation) should be completed each year. Four years of English is normally expected. Most colleges expect a student to complete at least three years of math, including two years of algebra and one of geometry. Although requirements vary from college to college, it is generally advantageous to have a sound background in biology, chemistry, physics, history, and a foreign language.

High schools administer PSAT, SAT, and ACT exams to juniors and seniors. It is wise to plan to take a College Board exam more than once. As these exams take four to six weeks to be graded, you should allow plenty of time so as not to delay the application process. Your score on a college board exam will further indicate the type of college to attend. Colleges vary considerably in their College Board score requirements.

By October of your senior year, choices should be narrowed to two or three prospective colleges. You should be aware of all admission requirements for each institution considered. Do not delay the application process until after Christmas. Many colleges begin waiting lists very soon after the beginning of each new year. Your application and all required documents should be on file by November 1 at each college considered. Do not expect high schools to send transcripts or teachers to send recommendations the day the request is made. Allow a couple of weeks for these items to be completed and mailed to the college.

Incomplete or illegible applications will greatly diminish the opportunity for

rapid processing. These types of delays can mean the difference between being able to attend your first choice of colleges and having to wait another full academic year to enroll.

College-bound students should never hesitate to ask questions. Begin early and be organized. Parental involvement is essential in choosing a college that will meet the need of you and your family. Diligent research and careful planning are the keys to the prevention of the most common mistakes made by college applicants today.

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The advantages and pitfalls of advanced placement and credit by examination for the freshman year of college

By Carl D. Lockman

I think we all agree that gifted young people need help in order to recognize their potential role in society. Through advanced placement and credit by examination programs, secondary school systems and universities alike are making a bona fide effort to encourage the development of academic talent, thus helping students to better understand their contributions to society and self.

Perhaps an explanation of the main difference between advanced placement and credit by examination is appropriate at this point. Both programs serve the purpose of awarding the student college course credit for acceptable scores on examinations. However, the Advanced Placement Program is a function of the College Entrance Examination Board. It is a formally structured program of instruction culminating with an examination. Institutions also may give departmental examinations which may be referred to as advanced placement. Credit by examination may or may not be a formally structured program. The College Level Examination Program (CLEP) is an example of the former, through which a student can receive credit for non-traditional (learning outside

the classroom) educational experiences by presenting satisfactory scores on examinations.

All programs designed to award credit at the university level have advantages that are worth the student's consideration. Credit programs complement conventional instruction by allowing students to begin academic study at a level appropriate to their experience. They require students to demonstrate that they have achieved at a level equal to college experience. By being given this opportunity, the student can save both time and money.

A second advantage is that studies indicate that advanced placement continues throughout the undergraduate years. Quantitatively and qualitatively the student benefits. Course credit granted through advanced placement generally allows for increased hours to be completed in a four-year program, much of which may be completed at the junior level and above. This certainly allows for greater flexibility and versatility in designing one's curriculum. Somewhat the opposite has shown up in early studies of CLEP credit. Students with CLEP credit tend to graduate earlier. However, this still permits the student the advantages of having saved money and time and allows the opportunity to move into graduate studies at an earlier date. The challenge for the student is brought to the front when he/she is placed into courses recognizing achievement when his/her ability surpasses basic proficiency level courses.

Another advantage to the participation in and the receiving of credit through these programs is the quality of instruction associated with advanced placement. Generally speaking, it is safe to say that some of the best secondary instructors are asked to conduct the advanced courses. These instructors will stretch to stay ahead of these bright students who comprise the classes. Also, students in these programs not only benefit from the quality of instruction, but from the fact that most schools set up programs by drawing on the experiences of other school systems. In effect, students are being exposed to highly researched programs that have been trial tested for years by many systems.

A closer look at these programs reveals additional advantages. Many advanced placement programs borrow lectures, lab facilities, and equipment from local businesses and universities to accelerate their programs. Schools sometimes pool courses to give a wider curriculum offering. Credit programs allow secondary schools and colleges to articulate their programs, thus helping to bridge the curriculum gap that has been prevalent for years. In bridging this gap the student with an outstanding background can be recognized.

The advantages far outweigh the disadvantages when studying advanced placement and credit by examination programs. Two negative comments might be made at this point. There is always the possibility that students entering these programs do not have a thorough understanding of the extra demands that will be placed on them. Remember that the courses offered in the secondary schools are rigorous college-level courses. College credit granted may result in the student being placed in upper-level courses, which in turn will demand more effort on the student's part. It is not a bad idea either that parents be made aware of what is to be expected of students involved in advanced placement programs and of those having received credit by examination.

Secondly, uninformed secondary and college personnel cause very definite problems. After a student has participated in an advanced placement program or has the experience to achieve credit through examination, it is imperative that the secondary counselors advise students and their parents of colleges that have established policies that would meet the needs of the student. I can think of few things more disappointing than for a student to miss the opportunity to have more flexibility in his courses and to avoid repetition. The other

fears are that the college officials may not have required faculty members in the subject areas covered by the tests to review the examinations and that the procedures and practices of the college regarding credit have not been carefully studied. As you can see, such omissions by the institution in establishing policies could lead to improper credit and, even worse, improper placement in courses "over the head" of the student.

In conclusion, whether a student goes through the CEEB Advanced Placement Program, participates in the institution's own advanced placement program by taking departmental examinations, or receives credit for life experiences, the importance of the programs is that they are attempts to equate classroom and/or non-classroom experience to college-level learning. The programs are models of learning closely conforming with college courses. Placement and credit programs are relatively new opportunities which each year seem to become more and more accepted by the academic communities. These are ways to recognize the individual differences in students, an attempt to confront the age-long problems of recognizing the variety of experiences students bring to college, and a breaking from the tradition that all students need to enroll in core curricula.

For students with exceptional learning experiences and/or intellectual talents, advanced placement and credit by examination programs are recommended. The rewards for such accomplishments are great.

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The academic and social benefits of large American universities

By James C. Blackburn

There is no type of collegiate experience which is most appropriate for all students. The purpose(s) of this essay are to identify and discuss the academic and social benefits of large universities. In almost every state in the union, there is at least one large university whose enrollment exceeds 10,000 persons. More than a score of states have within their borders, universities enrolling more than 30,000 students. There are several community colleges whose en-

rollments meet the criterion of having 10,000+ enrollments. Those institutions are not included within the scope of this essay.

A substantial number of large universities are state-supported. However, more than a few large universities are private institutions of higher education. Such universities are more common in the more populous regions of the nation, e.g. the East Coast and upper Midwest. The tuition prices of large universities vary from nominal charges to $10,000 per year. It is, therefore, possible to select a large university from any price range. Some of America's most expensive and least costly institutions can be classified as large universities.

Large universities are located in large cities such as New York, Boston, and Los Angeles, as well as in small towns, e.g. Bloomington, Indiana and Tuscaloosa, Alabama. The selectivity of admission to large universities is also quite varied. Some universities admit as few as one in five of its applicants. Other moderately large institutions offer admission to more than 90% of their applicant pools.

In short, the diversity between and among large universities makes it possible for almost every student who desires to attend such an institution. Enrollment at a large university is not the private privilege of any socio-economic or intellectual sub-segment of American society. That being the case, there must be some good reasons for matriculation at and graduation from a large university.

There are academic benefits which apply to each size and type of college or university. The academic benefits of enrolling at a large university are especially striking.

Few freshmen actually complete the academic major which they begin. At a large university, the available academic majors often number in the hundreds, not dozens. If a student changes his or her major or career choice, the large university is most likely to be able to accommodate that change.

As a result of the "knowledge explosion," many undergraduate *curricula* now require extensive equipment and large library resources. Because of their graduate and professional schools, large universities tend to offer more sophisticated laboratory equipment and libraries of considerable size. So called "economies of scale" seem likely to perpetuate this circumstance. At a large university, undergraduates often compete with others for these resources. The point is that the equipment and libraries are available.

For most students, post-graduate employment is a major reason for college enrollment. Large universities typically offer a multiplicity of services designed to help students in the identification and pursuit of career options. Selecting a career and finding a job are not often easy; it may be well to get as much help as possible.

There is an additional "job search" benefit to holding a degree from a large university. Most such institutions are well known on at least a regional basis. Assuming the reputation of a given institution is good, the employer or graduate school may be more impressed if they are familiar with an applicant's university.

Each type and size of college and university has academic benefits to offer. Only a few of the academic benefits of the large university have been addressed here. There are other benefits related to the academic learning environment of each large university. Academic learning is clearly the primary reason for the existence of colleges and universities. It would be foolish to suggest that all of the benefits of college attendance happen inside the classroom, laboratory, and library. Many of the non-academic benefits of college attendance are social in nature. It is well that those benefits be discussed.

The typical ages of college attendance (18-22) constitute an important period

of intellectual and social development. It is important that these changes take place in the most nearly appropriate environment possible. Intellectual development is obviously an academic enterprise. Social development, which means more than just dating, parties, and football games, happens throughout the campus environment. As with the academic areas, each type of college or university has social benefits to offer prospective students. The social benefits of large universities are significant; those benefits should be considered carefully by aspiring freshmen.

It is reasonable to state that larger universities offer more student activities and more varied opportunities to associate with other students. In fact, many freshmen who enroll at the largest university find themselves inundated with opportunities for social involvement, community service, etc. It may be difficult to select the activities, clubs, and personal associations which are most appropriate for individual students.

The variety of opportunities for student involvement at a large university are often more impressive than the sheer number of such involvements, activities, clubs, etc. Many larger universities offer organizations which cater to a plethora of interests ranging from handicrafts to hang gliding. There are often religious organizations for many faiths and denominations. The opportunities for political involvement are often wide ranging. From the most serious of religious or political convictions to the desire for big or small parties, large universities can frequently provide activities which meet the needs of all their students.

As universities grow, the size of the student services staffs also grow. With regard to academics, this growth in student services results in improved opportunities for career identification and job seeking. In the arena of social development, this growth means more opportunities for personal counseling and other activities which are designed to help a person to improve their social awareness and skills.

A final social benefit of large universities has to do with one's classmates. Because of their size, large universities often enroll students whose backgrounds present a wide variety of experiences, values, and perspectives. Exceptions to this rule do exist, but is is generally true that one's classmates at a large university will be less homogeneous than might be the case at smaller colleges and universities.

There is an important social benefit in this lack of sameness among a student's classmates. Most students will study, work, and live out their lives in a world composed of a huge variety of persons. Our society has become more pluralistic in recent years. It seems, therefore, likely that there is a good in being able to live and work with a wide variety of persons. College is an excellent place to gain experience in dealing with people whose backgrounds and perspectives may be different from your own. Large universities offer many opportunities for such experiences.

By way of the above, it is hoped the nature(s) and benefits of large universities may be better understood by qualified prospective students. The more important points of this essay are that American higher education is quite varied and that no type of colleges or universities is inherently superior to any other type or types. Each student must make his or her own decisions about the appropriateness of small colleges, community colleges, church affiliated colleges, and large universities.

This writer's bias for large universities should be obvious. Huge varieties of academic and social opportunities are available at large universities. Those varieties serve to make such institutions an excellent choice for many aspiring freshmen. Large universities, although varied themselves, are not for everyone. They do present very appropriate choices for many prospective students.

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The academic and social advantages of a private church-related college or university

By A. Mitchell Faulkner

Many educators in recent days are concerned that moral and ethical matters have been so largely excluded from the educational experience. Under the influence of a technology expanding beyond all expectations, the demands placed upon most professions, including the social and natural sciences, have worked to exclude serious consideration of moral and ethical concerns inseparably bound up in that expanding technology.

But the assumption that our complex society can be safely led by technicians untrained in the making of serious ethical decisions affecting our corporate well being is totally unacceptable to any thinking person.

As Bruce Haywood has written in *The Chronicle of Higher Education*, "too many of our colleges and universities have become vocational schools . . . Whereas once they offered our children avenues to a larger sense of their humanity, they now direct them to the market place. Instead of seeing themselves enlarged under the influence of great minds and grand ideas, students find themselves shrunken to fit the narrowing door of the graduate school or tailored to a job description. It is time for our colleges and universities to talk again about the worth of a free life, time while we are still able to distinguish between the *training* of young people and their *education*." (1/8/79)

Young people are not born with moral and ethical convictions. They are learned in the educational process, if learned at all, by precept and by example, by being in the presence of people with convictions. Healthy self identity, says Lloyd Averill, emerges out of an environment which has convictional distinctiveness, in which the maturing self has access to a range of clear and competing values where the competition serves to sharpen and enliven the options rather than to subjugate or obliterate them.

A subtle but pervasive element emerging in our day is what Archibald MacLeish has called the diminution of man, the "long diminishment of value put upon the idea of man" in our society. Why has this happened now at the moment of our greatest intellectual triumphs, our never equalled technological

mastery, our electronic miracles? "Man was a wonder to Sophocles when he could only sail and ride horseback and plow; now that he knows the whole of modern science he is a wonder to no one," says MacLeish.

At least part of this loss of the humane is caused by the knowledge explosion, the sheer weight of information in the print and electronic media, so that man despairs of any cognitive wholeness and surrenders ever increasing areas of knowledge to a vast array of experts.

Earl McGrath, former Commissioner of Education, says on the other hand, that this vast array of facts and theories needs to be collated and evaluated within the framework of philosophic convictions and religious beliefs in order for the wisdom of the ages to again invest dehumanizing facts with meaning for man.

One further point of definition needs stating. Our sense of community has well nigh been lost, and every social philosopher recognizes the need to restore it. What is at stake here, says John Gardner, is the individual's sense of responsibility for something beyond the self. The "me" generation threatens the cohesiveness of our social fabric, and a spirit of concern and caring is virtually impossible to sustain in a vast, impersonal society.

All of the above points directly to the purpose of the church-related liberal arts college. The essence of the liberal arts is the passion for man, the development of the humane values in literature, philosophy, history, and religion; and the great ideas of the race, such as truth, justice, love, beauty, honor, and wisdom are precisely the vehicles through which the deepest purposes of religion are served. Religion is only secondarily a matter of creeds and rituals. At its heart it is a matter of meaning, and this meaning is conveyed most effectively through the wisdom of the ages, the liberal arts.

Education is more than a learned set of mental exercises, the ability to respond properly to fixed mental inquiries. A computer does this admirably. To be fully human is to add to this a capacity for imagination, the ability to feel reverence and awe in the presence of mystery, a capacity for caring and compassion, and appreciation for the mixed grandeur and misery of the human experience. These represent the uniquely human accomplishment and point the direction for the church-related liberal arts college.

Further, the church-related college, usually smaller, offers a community in which students have more opportunity to learn through experience the interpersonal skills so necessary to effective participation in today's society. The development of the whole person involves taking responsibility for the care of the community, its governance, its social life, its ethical and moral tone, its operative effectiveness. A broad participation in all aspects of the campus community should mark the church-related college.

Students are not uniformly at the same place in their development, and ought not to be coerced to march lock step through some standardized program. The undergraduate program, through flexibility made possible by forms of governance and individual care, ought to allow as much as possible for diversity of interest and differences in development as the student progresses. A college ought to find ways to encourage each student to develop to the fullest potential his individual gifts and educational aspirations. A student's goals ought to be headed by the desire not only to master the curriculum but to develop himself. The church-related college will seek to aid this through the total experience, intellectual, social, cultural and religious.

The church-related college, if dedicated to the fully human development of its students, will retain a healthy respect for the vocational skills. In order to fully *be*, a person must be able to *do*. Life cannot be divorced from work, and a healthy self identity depends in part upon the ability to make some significant

contribution to society. Thus the great truths of the liberal arts must be brought to focus and a point of service through competency in a chosen area of the world's work, where one may serve and fully live.

After all, as Montaigne said a long time ago, the purpose of education is not to make a scholar but a man.

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Advantages of attending a state university

By Stanley Z. Kopilk

For most students and their families, the cost of a four-year college education is an important consideration, and for this reason alone, many choose state colleges and universities. These institutions are usually considerably less expensive than private institutions and in many cases provide students with the option of living at home while pursuing a degree.

State scholarship programs are frequently available providing monetary incentives even to those who attend state institutions. Some families appreciate the opportunity of utilizing a system they continue to support with their tax dollars. But state universities are a wise choice for the college bound for many reasons other than simply economics. For young people growing toward independence, the proximity of the state college or university to parents, friends and home community can provide the firm base of support students need as they adjust to the academic, social and emotional pressures of a more demanding way of life.

High school graduates seeking to continue their education in an atmosphere of intellectual challenge and academic diversity should also look to the state universities and colleges. With a wide range of courses and curricula from which to choose, state institutions of higher education provide a solid grounding in most fields from vocational and technical training to liberal arts education. No longer stereotyped as teacher training schools, state colleges and universities now emphasize engineering, computer technology, business, and science as well as teacher education and the humanities.

As a first step for those seeking professional careers, state institutions offer

programs in such fields as medicine, dentistry, law and architecture. Virtually, any area of academic interest can be satisfied through state college programs. At the University of Kansas, for example, there are 112 degree programs offered; the University of Missouri offers approximately 125. Other states offer an equally broad array of programs. With outstanding faculties in many disciplines, and national reputations in many areas, state institutions have developed into comprehensive universities where intellectual inquiry and academic excellence flourish.

A large number of state colleges and universities are equipped with fine research facilities and outstanding libraries providing unlimited opportunities for questioning and stimulating creative minds. In some areas the most complete and comprehensive library in the state thrives on the campus of the state university, while inter-library loan systems enhance access of all state residents to study and research materials.

For those who are concerned about "being lost in the crowd," state higher education systems usually provide a variety of campus sizes ranging from the very samll school with 1-2,000 students to the "mega-campus" with a student population of 25,000 or more. Attendance at a smaller campus does not imply inferior educational quality or diminished services. Excellent instruction, stimulating classroom discussion and challenging extracurricular activities can be found on all state college campuses regardless of size.

Providing an integrated educational program with a maximum of flexibility is the goal of many state systems. To facilitate student choice, states such as Kansas and Missouri have developed clear articulation or transfer agreements with junior colleges, insuring a smooth transition for students leaving the junior college for a senior institution. Many junior college graduates enter four-year institutions as juniors with legitimate standing.

Continuous attendance at college or university is ideal for those pursuing a degree but it is not always possible. When attendance must be interrupted, many state universities provide cooperative extension programs and programs of continuing education for those who cannot attend classes full-time on campus. State higher education institutions also use sophisticated tele-communications systems to bring the university and its courses to the most outlying areas of the state.

The college years are, for many, a time to develop relationships which will provide a source of friendships and professional contacts for a lifetime. Attending college in one's home state increases opportunities to establish such long lasting relationships and to be woven more fully into the fabric of state life.

Young people are increasingly aware of significant roles they will play in the social, political and economic life of this country. A college education in the state in which they are most likely to live can provide students with early involvement in the complexities of state activity. Increasingly, states are encouraging participation by student government groups in legislative activities. Some states, including Kansas, have authorized the appointment of a Student Advisory Committee to the Board of Regents, thus ensuring direct student participation in the decision making process.

State universities have long been known for athletic as well as academic excellence, and this continues to be true. On many campuses, intramural sports along with intercollegiate sports, enable large numbers of students to develop athletic prowess. As early responders to the growing need for quality in women's athletics, state universities provide equal opportunity in such sports as basketball, volleyball, swimming and tennis. Large multi-purpose buildings springing up on many campuses indicate a dedication of state institutions to physical development and the cultural development of both

campus and community. In some areas, the state college campus is the site of important cultural events, bringing lecturers, exhibits and the performing arts to an entire region. Attention must be given to the academic interest, the scholastic ability and the social and emotional maturity of the student as well as to the range of curricula, quality of instruction and extracurricular activities of the institution. A close examination of state university systems in the United States will indicate that there is virtually around every corner a quality institution of higher education solidly grounded in academics and attuned to the social and cultural needs of both students and community. State colleges and universities are a vital link in the network of public educational services and as such, merit serious consideration by the college bound.

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Advantages of a women's college

By Dr. Julia McNamara

Women's colleges are alive and well, even in 1982's all-too-realistic environment which predicts financial aid cuts, decreasing numbers of traditional college-age students, and a tight job market. Today, the mission and goals of 117 women's colleges in the United States matches neatly and clearly those of thousands of young women precisely because of these realities which they must face.

Women's colleges affirm and strengthen a woman's talent and ability; they exist specifically to develop the potential of their students; they demand and expect student participation and involvement. Women's colleges implant in women an attitude that is invaluable for success and achievement: "I can accomplish this task *and* I am a woman," not "even though" or "because" one is a woman. Rather the emphasis is on the fact that being a woman *and* accomplishing the task are quite compatible. Women's colleges instill in students the attitude that there is no sex-based limit to their potential for success. "I've lost that 'If-you're-a-woman-maybe-you-can't' attitude," said a 1982 women's college graduate who was also a student governor.

At a women's college, women learn that they can handle things because they have to handle them. They run the show; they exert influence; they wield power in student organizations which are exclusively their own. No one ever tells

them that a particular leadership role is inappropriate for a woman. They can become properly aggressive and assertive without fear of seeming unattractive to men.

They learn to compete intellectually in an environment that consciously prepares them to realize that, if they seek it, the opportunity is there to excel. Their femininity will not be a deterrent at a women's college. Thus, women in leadership roles are not conspicuous at a women's college. Theirs is the only leadership that will occur, and they become comfortable with it. Women have to be in front of and behind all campus activities and events through which they learn to expect the best of themselves and of one another.

One woman, slightly overwhelmed by the extent of her responsibilities as student government treasurer, a task which involved budgets and planning, told me that she learned more from that experience than from some of her accounting classes, because she had final responsibility, and she had to make hard and unpopular decisions. She also said that her shyness and timidity would, in another setting, have prevented her from running for that office. "I would have thought some sharp guy could do it better."

When considering a women's college, it is important to understand several facts: First, women's colleges are not havens for people who could not survive elsewhere. Challenges and difficulties are just as much a part of this educational scene as any other, but there is emphasis on assisting women to meet the challenges which are special to them. Second, traditional views of women's colleges as protective shelters for innocent girls just do not pertain in 1982. Women's colleges are usually exciting places where learning and living mesh to create a viable educational and human experience. Third, women's colleges are not islands or ivory towers which exist by themselves, tiny spheres of influence which no other form of life can touch. Today, women's colleges often share facilities, faculty, and activities with neighboring schools so that students do participate in other educational environments. Thus, women's colleges can and do enjoy the benefits of co-education while maintaining their basic identity. This identity distinguishes her college and gives the young woman a chance to become a competitor, an achiever, a do-er in an environment that is specifically concerned with her own development as a woman.

If women's colleges do not apologize for their *raison d'etre* of being for and about women's education, neither do they ignore men. Quite the contrary: women at a college for women, know well that this environment is only a temporary one, a step on the way to fuller participation in the human, common endeavor. If the college does its job well, the woman will realize that this environment prepares her for the next move and, indeed, sets the pace for it.

"You probably won't find your husband at a women's college," said one admissions counselor to a roomful of high school juniors, "but you will find out a lot about yourself, and about the kind of man you may want to marry." In considering a college, a woman needs to be clear about the reason for attendance at *any* college. Social life and experience are part of the rationale, but her intellectual development, the best and most comprehensive of which she is capable, is the key factor. To honor a woman's desire for quality education and self-development is the mission of a college which proclaims that it is *for* women.

Both academic and student services programs at women's colleges are consciously designed to achieve this mission. The opportunity to be leaders increases a student's self-awareness and inculcates a sense of feminine identity, preparing women for participation in every area of endeavor. No matter how secure or talented they are, young women do need affirmation and assistance in developing self-confidence. For example, two young women on my campus

participated recently in the management of a political campaign. They were hired as business manager and associate to the candidate who was a woman. Because of specific communication skills that they had learned while working in a college office where the woman supervisor constantly exemplified a serious professional relationship with them, they succeeded admirably in a tough task. Of course, such training could occur on any college campus, but the point is that on a women's college campus specific efforts to develop a young woman's potential are a priority in all aspects of campus life from residence hall to classroom.

At women's colleges, career development offices train women for the competitive environment of the job market. Internship programs established in cooperation with local business and professional offices give students initial experience in administration or management or one of the professions, and provides a bridge between the world of academe and the business scene. When academic credit is linked with direct work experience a student's incentive increases; so does her personal satisfaction. And before she started out for the office, the student learned in a seminar room or through directed role-play what would be expected of her as a woman in the internship environment.

Faculties and administrative staffs at women's colleges are aware of their responsibility to develop young women's awareness of problems which she may face because she is a woman in a particular environment. The realities of discrimination and sexual harassment, can be a shock for the individual who needs to learn to deal with them effectively and, above all, to move beyond them.

When considering a women's college, these are questions which an applicant may want to ask during interviews:

1. Do the college's representatives seem to value their institution's specific identity as a women's college?
2. Does the college offer career guidance and advice for women?
3. Does the college have an internship program for its women?
4. What rapport has this institution established with neighboring universities and colleges?
5. What do students there say about their experience at a women's college?
6. Does the social life there give them a chance to meet men?

Responses to such questions give the prosepctive student a clear picture of the institution's commitment to the specific and unique character of a women's college. Certainly, a women's college is not for every woman. But equally as certain is the fact that these colleges continue to be extremely advantageous to the women who choose them.

Note: For more information on women's colleges, see: "A Profile of Women's Colleges" Women's College Coalition, Suite 1003, 1725 K St. N.W. Washington, DC 20006.

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Opportunities at independent research universities

By F. Gregory Campbell

The diversity in American higher education is one of the greatest glories of our culture. No where else in the world does a prospective student enjoy such a wide range of choice. Public or private, large or small, urban or rural, secular or religiously oriented — American universities and colleges vary so greatly that any student should be able to find an institution seemingly tailor-made for that individual.

The major independent research universities constitute an important segment of American higher education. Frequently, they are considered primarily graduate or professional centers, and it is true that many students would be well advised to spend their undergraduate years elsewhere. But those universities typically possess vital undergraduate colleges offering a highly stimulating intellectual and extracurricular environment. For the right kind of student there is no better place.

In academic circles, the independent research universities enjoy an extraordinary reputation. That image depends on the quality of the faculty, and research is normally the means by which a scholar is evaluated. No one has yet devised a reliable method of measuring, comparing, and publicizing good teachers across the country. Good researchers are easy to spot, however, for they publish their discoveries for their colleagues around the world to evaluate. The research universities boast outstanding faculties containing highly innovative scholars with world-wide reputations.

But do they — or can they — teach? In ideal circumstances, the answer is yes. A standard view is that teachers are best when they continue to discover knowledge in their respective fields of scholarship. Conversely, the challenge of sharing their discoveries with critical young minds makes researchers better as a result of their also being teachers. Clearly, this ideal is not always realized. No university can guarantee that its most recent Nobel-prize winner will be teaching freshman chemistry, but such does happen.

The hope of learning from such scholars lures top-notch students to the research universities. Indeed, those institutions would have to do very little in order to produce outstanding graduates. Most college students quickly discover that they learn as much, or more, from their fellow students as from their professors. Inasmuch as the research universities serve as a meeting point for many bright young people, much of the intellectual stimulation on the campuses is provided by the students themselves. Compatibility with others who take their studies seriously is an essential prerequisite for prospective students.

But college life cnnot be all work and pressure. There have been persistent efforts over the past fifteen years or so to reduce intellectual competition among students. Professorial complaints about "grade inflation" reflect the fact that it is much easier for a student to stay in the universities than to get into them to begin with. The drop-out rate is low, the failure rate even lower.

The learning experience extends beyond classrooms, libraries, and laboratories, and cannot be measured by grades alone. Extracurricular opportunities for learning and growth are central to a college experience. Most of the independent research universities seek to encourage informal association between professors and students. Professors may be encouraged to eat meals regularly with students in the dining halls. Leaders in public affairs or the arts and sciences may be invited to the campuses in order to engage in informal meetings with students. How does one measure the worth to a pre-law student of a breakfast conversation with a Supreme Court justice?

The independent research universities almost never appear on the list of major NCAA powers in football or basketball. Their teams normally compete at a lower level. But their programs do offer opportunities to participate in intercollegiate athletics to many young men and women who could not make the teams of the major powers. In addition, the intra-mural programs typically attract the vast majority of students on campus. The schools do not figure prominently in the sports pages, but the student communities are active and vigorous.

The undergraduate colleges within the independent research universities are normally quite small. Whereas they enroll more students than a typical liberal arts college, they have many fewer students than the state universities. That size both provides a critical mass for a wide variety of activities and allows for a sense of community and personal identity in a manageable environment.

The student bodies themselves are quite diverse. Admissions officers try hard to insure a nationally representative student body — including students from various regions of the country, diverse ethnic groups, and economic levels. There is also a significant number of foreign students. This intimate exposure to differences among people is a key element in the growth to adulthood.

The kind of education that is offered in the independent research universities is expensive, and tuition levels are high. Yet, since the 1960's, those institutions have tried to provide sufficient amounts of aid to enable students to matriculate regardless of financial need. It is an open question whether that policy can be maintained, even formally, in a more difficult economic environment.

The concept of a "University College" is the most apt way of thinking about undergraduate programs in an independent research university. Students find a relatively small college with a distinct identity of its own. Yet that college lives within a much larger institution possessing resources available for undergraduates to exploit. Those "University Colleges" are not appropriate for everyone, and there are many other excellent institutions from which to choose. But, when the match is right, a "University College" can offer gifted and serious young people opportunities seldom found elsewhere.

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Choosing the right college major

By James E. Moore

Implicit in this analysis is the assumption that there are some important decisions to make before choosing a major. A brief look at these is in order. First is the decision to enroll in a college or university. There is much rewarding and lucrative work in the world which does not require a college education. Furthermore, a wealth of adult programs have sprung up in the last decade, making the college education readily available later on to those who for a variety of reasons do not attend on a full-time basis immediately after high school. While there is immense peer and parental pressure in favor of college directly after grade twelve, there are many fascinating people who can attest to the value of travel or work after twelve years of formal schooling; these experiences shape and enrich the college experience when it is finally pursued.

Once the decision to go to college is made, one must choose the right college in order to be able to choose the right major. Not all schools teach everything, nor do they all teach as well as one another in a particular area. Obviously, the school should offer a program in what is the applicant's current major interest. Then, with some agressive questioning of students, faculty, and admissions personnel, the applicant can get a sense of how well the school does in that area and what, if any, particular perspective on the discipline is represented by that department.

The choosing of the major — in educational parlance, it is called "declaring the major" — is something which usually occurs toward the end of the sophomore year. While colleges and universities are interested in knowing what a prospective student intends to study and generally solicit that information on the application, that designation is neither binding nor necessary. Admissions officers and academic advisors are understanding of the many freshmen who simply do not know in what field they will concentrate, and it is not uncommon for a person to change directions a number of times during the first two years of college. It is, however, difficult to change majors as a junior or senior and still complete degree requirements in four years.

How does one determine what should be the major area of interest? A critical look at the high school record and aptitude and preference tests is a good way to start. What were the courses that proved exciting? In what did the student excel? Are the verbal or the quantitative skills more highly developed? The Kuder Preference Test asks the taker to respond to a variety of hypothetical situations and, by patterns that emerge from the responses, is a decent indicator of the general kind of work that will be congruent with the sense of self and others that is reflected in a person's answers.

Most colleges and universities require all students to complete course work in a variety of broad areas regardless of the intended major. This work commences during the freshman year and can be a useful way to further define the primary interest. Colleges offer courses in subjects that most high schools cannot or do not. In the process of meeting course requirements in the humanities, social sciences, and natural sciences or math, students expose themselves to new disciplines, one of which might well become the major.

In recent years, along with curricular development, there has been much interest and innovation in the issue of modes of learning. While the conventional classroom-lecture-textbook-test method of teaching and learning remains prevalent, the opportunity of "learning by doing" has become a widespread option. Some high schools offer their seniors the opportunity to do volunteer work for a variety of agencies, businesses, and charities. This work often evolves into summer employment for high school students. At the college level, the programs are more comprehensive, often involving both college credit and remuneration. Internships and cooperative education placements are an excellent way for students to discover exactly what a particular workplace is like and to determine just how suitable their preparation for that career is.

In addition to faculty, libraries, and laboratories, one of the most important resources for the undergraduate is the student who lives two doors down the hall. He or she probably studies in an area far removed from one's own or comes to the same interests for entirely different reasons. That person has parents who may well have had professional experiences and can share a sense of that professionalism from a perspective more personal than one that is offered in the classroom. The "bull session" is both misnamed and underestimated; these hours of informal exchange are often fundamental in shaping the direction and quality of life for many college students.

These are times when choosing the right major entails a gamble, regardless of how one sees it. The numbers of options are mind-boggling. The lack of certainty about the usefulness of a particular degree is a reality which should not be ignored, given rapid and constant change in the nature and needs of the workplace. Perhaps more than ever there is a case to be made for seeing the undergraduate years as ones for refining skills in reading, writing, and reasoning well, whichever department serves as the context for such endeavors. The risks are substantially reduced if the student is realistic about his or her capabilities and commitments, and thorough in exposure to the wealth of opportunity and resources colleges and universities offer. Above all, choosing the right major is cast in an appropriate light when seen as but one milestone of many in the process of learning, a venture which lasts a lifetime.

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A yearn to earn

By Laurence B. Durham

Throughout the 1970's much was made over the fact that the earnings differential between those with college degrees and those with only high school diplomas had shrunk. Many sought to interpret this statistical fact as evidence of the lessened worth of a college education. In the latter part of the decade, spiraling inflation and unemployment rates combined to produce a generation of college-bound young people more dedicated than ever to securing degrees which would assure them of employment upon graduation.

High school graduates of the early 1980's have thus been conditioned towards a very pragmatic view of the value of a college education. Yet, while post-college employment should be enhanced by this credentialing process, there is a real danger of overlooking the far more important and life-spanning aspects of the collegiate experience.

Indeed, many college faculties have contributed to this trend since the Russians launched their first Sputnik in 1957. Now, increasing numbers of these unwitting advocates of vocationalism are breathing fresh life into time-proven concepts such as core curricula and general education programs. Thus, the student entering college in the early 1980's faces the perplexing efforts of college faculties and our national economy as both seek to regain lost equilibrium through seemingly contradictory means.

In order to plot a realistic and rewarding course through the uncharted waters of higher education in this decade, students should be careful to expect neither too much nor too little from their collegiate experience. In an era where many college graduates may have to accept employment in jobs which had typically been filled by persons without degrees, certainly one would be unwise to expect a guaranteed position upon graduation. On the other hand, the rate of change in our society and in technological development is so rapid that a significant portion of the jobs in the next decade are non-existent at the present time. Consequently, one must seek to attain preparation for the unknown.

Education at its best results in the participant learning *how to learn* and *how to cope with change*. Given these two skills, the future can be faced with confidence. "Educational experiences" not producing these skills would better be labeled "training." And, it is crucial to note that such skills cannot be *taught*, they must be *learned*. As a result, the burden is on the student, not the teacher!

How then should one pursue such lofty goals? First, and foremost, there should be a commitment made to be an active participant in the educational process rather than to be satisfied as a passive subject. Then, a process of exploration should ensue during which the fear of the unknown is overcome by the excitement of discovery. In short, courage will lead to adventure!

Perhaps it would be useful at this point to emphasize the scope of these con-

siderations. During the course of a life's work, a person may well change jobs eight to ten times. While several jobs may be in the same field, such as engineering, others may be in another field altogether, such as education. Generally, the different jobs are referred to as vocations, while the different fields are spoken of as careers. Thus an engineer might have several jobs within the field of engineering and then change careers to education where his vocation might be teaching in a particular college. In today's world and even more so in the future, students can ill afford to prepare for only a single career, let alone for a single vocation!

In this context, this author submits that the academic debate between specialized curricula and liberal arts programs is little more than a semantic exercise if the importance of developing both useful skills and broad perspectives is recognized. Just as an engineering program can include courses in the humanities, so can a liberal arts program include basic business courses. Studies continue to show that those who communicate effectively (orally as well as in writing), reason analytically, work well with others, and understand basic business principles find their respective pursuits far more rewarding.

A word of caution is in order, too, lest the reader fail to acknowledge consciously that the most important "rewards" are not financial. Over the years, studies of worker attitudes and values have increasingly revealed that pay ranks below other aspects of work such as the nature of the job environment the degree of individual autonomy, and the self-esteem derived from performing the work. Therefore, students should be careful not to choose a career path for purely financial reasons.

The process of choosing a course of study is no mean feat! Unless one has a burning desire to qualify for a particular profession, it is quite likely that several fields are of interest. Naturally, in the former case, the student would follow that academic track leading to certification in the chosen field. However, even in such cases, sampling courses in other fields and apprenticeships in the field of primary interest will often pay unexpected dividends. A person who is undecided should not develop an inferiority complex and go through senior high school and college apologizing! Rather, that individual should seek counsel and work experiences in areas of interest and engage in a sound, broadly-based course of study up to the point where declaration of a major field is required.

As of this writing, energy and computer science head the list of promising fields with other engineering and business areas and health services close behind. As we become more and more dependent on information exchange, related vocations in that field will increase in their attractiveness. And who knows where we are headed in the fields of microelectronics and genetic engineering. Yet, the reader who selected a course of collegiate study based solely on this or any similar listing would have missed the real point of this article. The true value of a college education cannot be quantified. To the contrary, its qualitative dimensions transcend the relatively narrow considerations of vocation and career to affect our entire lives.

Yearn to learn and you will learn to live. Live to learn and you will learn to earn.

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The two-year experience

By Dr. Jacob C. Mortinson, Jr.

It is a difficult adjustment for a student to go from a high school, sometimes a small high school at that, directly into a multi-complex university often with thousands and thousands of other students. Are the majority of high school graduates equipped for this kind of transition? The answer, of course, is that some are, and some are not. There is an alternative approach.

There is a wide range of academic programs available among two-year colleges today. There are many accredited institutions which offer outstanding two-year terminal programs in areas such as business arts, computer science, and medical arts. This article, however, will focus on the two-year colleges that are designed to prepare the students for continuation at a four-year college or university. It will address the belief that, in many cases, the pursuit of the baccalaureate degree is greatly enhanced by "The Two-Year Experience."

When it comes to the role of a college education in career performance, an academically recognized two-year college can provide the essential foundations of undergraduate training often better than the best universities. After all, it doesn't take an expert to see that faculty qualifications are not that different from one center of learning to another. For example, a survey of the educational credentials of faculty members at good two-year colleges reveals that they have received their graduate training at the finest colleges and universities in the country.

The advantages of getting a good start at a two-year college are numerous. I will cite some reasons why a two-year college program should be considered.

1) **Access to the Faculty**

A faculty member ordinarily does not choose to teach at a two-year college unless he/she is specifically dedicated to teaching. Those faculty members who are interested in publishing or research usually go to the multi-complex universities where much of their undergraduate teaching responsibilities are delegated to graduate assistants. Classes in two-year colleges are generally taught by first-line faculty members.

Students have a right to expect some time with their professors who have spent many hours embodying much of the knowledge in which the students are interested. In the smaller two-year colleges, the opportunity is provided to know professors on a one-to-one basis. It is not uncommon to observe ball-games between faculty and students, or for faculty to invite students to their homes for refreshments.

2) **A Good Beginning**

The first two years of college are probably the most important of a student's college career. With the exception of kindergarten and first grade, they are all-

important to the pursuance of formal education. Statistics show that when a student does well in an academically sound two-year college, he/she seldom does poorly academically anywhere else. A good start can make the difference.

3) **Budget Appropriations**

Many multi-complex universities give the "lion's share" of the funds to the upper-level undergraduate courses and to the graduate programs. Two-year colleges, on the other hand, give their entire budget to those critical first two undergraduate years.

4) **Less Expense to the Student**

One can attend a fine two-year college with a superb academic reputation for less than one can attend most universities. The community colleges are less expensive to the student, but even the private residential two-year colleges are relatively inexpensive. Of course, if commuting is possible, the expense is even less. Since the private college also wants to serve the surrounding community, special scholarships to commuting area residents are offered by some colleges.

5) **Opportunities for Leadership and Participation**

The freshmen and sophomores at a two-year college will have no juniors and seniors to compete with in extracurricular activities for campus leadership roles, team sport participation, and faculty time. The individual has an opportunity to become involved more quickly and more deeply in the total life of the college. Where else could a student be a representative to the college committees and the Board of Trustees at the age of 18? In short, there is no "sophomore slump" in the two-year college.

6) **Vocational Future**

The two-year college can enrich one's vocational future. The fact is that too many college graduates today are ignorant of the English language, history, science, and math. Many are deficient in their ability to get along with others and in that all-important skill of communication. One need only watch a nationally televised athletic event to observe the inability of some students from the so-called "prestigious" centers of learning to speak proper English. This is not to imply that the two-year college student will consistently perform any better; however, at good two-year colleges, there is a concerted effort to start wherever a student is academically and teach him/her to read and write effectively. For example, some of the better two-year colleges have 3 or 4 different levels of beginning English. The same is true of math. These schools place great emphasis on English and math with the conviction that if one can read and write and add and subtract, one has the educational foundation to function in the world. The hallmark of the best two-year colleges is that of toughness with caring. Such colleges encourage the formulation of long-range educational goals and positive views on how education can assist one in meeting vocational objectives. Obviously, there are some limitations to the depth to which one can pursue objectives in a two-year setting, but the seeds are planted and the incentives aroused.

7) **The Best of Both Worlds**

A student can have the best of the two-year and the four-year educational systems. During those critical first two years of college, a fine two-year school can provide an excellent academic program and curriculum, caring faculty members, and a concerned college community, all of which prepare the student to transfer to the larger college or university.

There are those in educational circles who would have one believe that transferring is dangerous to one's educational future. In most cases this belief is unfounded. On the contrary, it is sometimes easier to get into the best four-year schools after a two-year Associate of Arts, Science, Fine Arts degree than to apply right out of high school. Academic credits from a good, academically-sound, two-year college are accepted by most of the finest universities. In fact, transfer students are not only accepted, they are actively recruited because of the natural attrition in the senior colleges and universities after the first and second years. Also, some students perform better in a two-year college than they did in high school; therefore, these students are more likely to have their application accepted when they leave the two-year college than when they graduated from high school. Further, there are certain rights and responsibilities which are uniquely applicable to the transferring student. A statement of these rights and responsibilities has been approved by the NACAC (National Association of College Admissions Counselors) in 1980 and revised in 1982.

In conclusion, today's two-year college generally offers a university-parallel curriculum. It is nearly always designed for the brilliant as well as the average student. The task is to successfully meet and challenge each student where he/she is academically despite varying aptitudes, dispositions, and outlooks.

The two-year college experience is not for everyone, but it certainly fills a need. It is a good place to start in higher educational pursuits — a good place to begin on the way toward the baccalaureate degree.

Jake Martinson is President of Brevard College, Brevard, North Carolina. Before going to Brevard in 1976, he was President of Andrew College in Cuthbert, Georgia. Dr. Martinson holds degrees from Huntingdon College, Duke University, and Vanderbilt University. Beyond serving Brevard College, he has been President of the Brevard Chamber of Commerce and Secretary of the Independent College Fund of North Carolina and is an elected Board member of the National Association of Schools and Colleges of the United Methodist Church. Born of Norwegian-American lineage, he is an honorary member of the American-Scandinavian Foundation.

Preparing for a career in the arts

By Gene C. Wenner

Although the notion that there is no future in a career in the arts is still espoused by many, the number and quality of opportunities in the arts has dramatically increased in the past ten years. Not every vocational opportunity is with the Metropolitan Opera, Carnegie Hall or on Broadway but nationally the growth of arts organization and career opportunities is much improved.

Many colleges and universities are responding to this trend, by greatly expanding their programs in the arts (music, dance, theater, visual arts and writing) that develop performers, creative artists, arts educators and arts administrators. In addition, there are many course offerings in the arts for those students less determined to pursue a career in the arts, but who also desire further training and experience in the arts.

Many young people are able to combine their artistic and academic skills in preparation for the demands of being an artist. Combination of skills are also necessary for careers in the management of artists or arts organizations.

If you are seriously considering further training and education in either music, dance, theater, visual arts or writing, you should be aware of a program designed to assist young artists. The Arts Recognition and Talent Search (ARTS) program of the National Foundation for Advancement in the Arts is a national program to recognize and support excellence in the arts. Over 5000 high school seniors from every state participate in ARTS nationally every year.

The Educational Testing Service (ETS) of Princeton, NJ developed the screening and adjudication procedures of ARTS for the Foundation. Applications received from aspiring young artists include: a video tape of performance in dance and theater, an audio tape of solo music performance, a slide portfolio for visual artists and a portfolio of compositions by writers.

Each year, students with ability in the arts who will be high school seniors register for the ARTS program by these two dates: a regular registration deadline, May 15, (as a junior) and a late registration deadline, October 15 (as a senior).

The decisions made by panels of expert judges in each art field are made solely on the basis of the artistic content of the student's performances as submitted. No other criteria, such as grades or academic standing have any bearing on their decisions.

As the result of these judgements, four categories are selected: Award Level I, awarded $3000 in cash; Award Level II, awarded $1500; Award Level III, awarded $500; and Honorable Mention, a non-cash award. In addition, the registrants and award winners are recruited by leading colleges, universities and professional arts organizations who offer over 3 million dollars in scholarships and internships.

The Foundation recommends their top artistically talented students to the Presidential Commission on Scholars each year and twenty are selected as Presidential Scholars in the Arts. These young artists are presented in concert at the John F. Kennedy Center for the Performing Arts in Washington, D.C.

If you aspire to a creative career, you need to be realistic about your talent, for that is what is most important in getting a job in the arts or establishing a reputation. Practical experience outside of the school environment — with local theaters, music and dance groups, galleries and community newspapers — can give you an extra edge. Even the most talented artist must be willing to spend years of their lives mastering their skills so it is not too early to develop that necessary sense of dedication.

A life in the arts can be very rewarding because you give of yourself to others and what you get in return makes it more than worth the hard work and dedication.

Gene C. Wenner is Vice-President for Advancement in the Arts.

The value of a liberal arts education

By Dr. David Maxwell

We are in the midst of a crisis that threatens the very fabric of higher education in America today, and that endangers the quality of education that we all desire for our children. The crisis centers on the relationship between undergraduate education and the so-called "real world": What are we preparing our students for? The resolution of this crisis has serious implications for the undergraduate curriculum, for the nature of the demands placed on our students by the institutions, by their parents and by themselves — and profound consequences for the continuting health and vitality of our nation.

A liberal education has always been measured in terms of its relevance to society's needs, and there is no reason that it should not continue to be; the notion of utility is firmly ingrained in our national character. The crisis to which I refer lies in the determination of precisely what those needs are, for it is in those "needs" that we express the relationship between education and the "real world."

I have witnessed a trend in American College students that I find particularly disturbing. An increasingly large number of students are demanding what they term "relevance" in their studies. Clearly, I feel that liberal education has profound relevance to the "real world," but these students have a definition of that term that is different from mine. By "relevance," they often mean professional training; training not for the future, but for jobs. With an entirely justifiable concern for their future economic well-being, they are making — I am afraid — a terrible and potentially devastating error of logic.

Although few of our students would accept the state of our "reality" as ideal, many are allowing the priorities of that reality — as expressed in economic terms — to dictate the priorities of their education. They are mistaking financial reward, prestige, and excitement for genuine intellectual interest. Many, I fear, view the undergraduate experience as a "credentialling" process, rather than as an education that will make them productive, fulfilled adults. I am not suggesting that our students do have neither genuine intellectual curiosity nor the thirst for pure knowledge, for they have ample supplies of both. But they are subjected to enormous pressures from the outside: the fear that the field in which they are truly interested will not provide them with a comfortable income; the fear that their parents (often professionals themselves) will not approve of their interests; the fear that their ambitions are not sufficiently "prestigious" in the eyes of their peers. These are all very real fears and pressures that must be recognized as valid, but they have two important — and destructive — consequences. It is my sense that many of our students go on to careers in the so-called "professions" with very little idea of what these professions entail and, what is worse, they have tailored their entire undergraduate education to fit what they feel is appropriate preparation for those professions.

We are engaging in the process of creating many unhappy adults as such students grow up to find that they have no real intellectual investment in the occupation toward which they have aspired since they were teenagers. Having focused their education at an early stage, with the mistaken impression that you have to major in economics to go into business, in political science to enter law school, or in biology to be a physician, they will be plagued with the gnawing feeling that they have missed something — but without knowing quite what it was that they have missed.

Furthermore, the misplaced emphasis on grades caused by the intense competition for professional schools discourages many students from their natural inclination to question, to challenge, to experiment, to take risks. Rather than risk the uncharted waters of their own ideas and their own imagination, many students choose the safe route of repeating what they've heard and read as they write their examinations and papers.

Clearly, it is our responsibility to find ways to encourage our students to follow their natural inclinations, to resist the pressures — we must make it clear to them that, as teachers, we will reward initiative, originality, and risk-taking. Perhaps most important is that we must convince them that it is precisely these skills that are the most "pre-professional," that no business ever grew without developing original ideas, that every physician must take calculated risks daily, and that the practice of law rests on the principle of challenge to ideas.

Most people with professional aspirations hope to advance beyond entry-level positions into managerial or executive roles; positions in which they can assume responsibility, control, and authority and positions in which they can implement their own visions. It is precisely these roles that demand breadth of education — not only in subject matter, but breadth in the range of personal and intellectual skills that the student acquires in his/her studies.

There is growing evidence that the "real world" is taking notice of the correlation between liberal arts skills at the professions. For the past twenty-nine years, AT&T has been conducting longitudinal studies of its managers, correlating field of undergraduate major to career advancement and managerial skills. The AT&T study showed clearly that those with non-technical majors (humanities and the social sciences) were "clearly superior in administrative and interpersonal skills." (Robert E. Beck, *The Liberal Arts Major in Bell System Management*, [Washington, D.C.: 1981], pp. 6, 8). Significantly, "Nearly half of the humanities and social science majors were considered to have potential for

middle management, compared to only thirty-one percent of the business majors . . ." (p. 12) Within eight years of employment, the average management level of humanities and social science majors was significantly higher than that of other groups. As the author of the Bell report states: "One overall conclusion from these data is that there is no need for liberal arts majors to lack confidence in approaching business careers." (p. 13) It is interesting to note that this affirmation of the professional value of a liberal education comes from the experience of one of the world's largest high-tech corporations!

I am not presenting this evidence to argue that those who genuinely love engineering and the sciences should not pursue them, for their love is the best reason to enter those fields. Rather, the evidence presents a powerful argument for those whose interests lie elsewhere to *follow* their interests without fearing that their skills and knowledge will not be needed.

Not long ago, I had a meeting with several people who work in admissions at the Harvard Business School. We discussed the criteria for evaluating applicants, and they stressed that the single most important criterion was academic excellence at a respected, selective institution. Certainly, a few courses in economics and a familiarity with mathematics were an advantage, but the field of undergraduate major was not significant. As do the law and medical schools, they stress breadth of excellence and potential ability as reflected in the quality of the student's educational experience. It is significant that at Harvard, like many of the nation's best business schools, ninety-seven percent of their admitted applicants have had at least one year of full-time work experience before applying.

It should be clear from what I've said that liberal education *is* valued in certain segments of the "real world," and that there is often no correlation between choice of major and choice of career. Therefore we must encourage our students to spend their first year or more exploring, taking courses in a broad range of fields; courses in which they suspect they might be interested because of previous experience, courses in which they might be interested because they sound fascinating, courses in subjects that they know nothing about.

They should talk with their teachers, their advisors, their deans, their fellow students, with their parents, with other adults. In this process of exploration — if they are allowed to explore without pressure — they will find something in which they are genuinely fascinated. Pursuit of that fascination will lead them not only to sophisticated knowledge of a particular field, but to the development of intellectual and personal skills that will enable them to survive, happily and productively, as adults. The fascination will lead them to accept challenges, exercise their creativity, to take risks in the name of learning, to find out what they are good at and what to avoid, to be critical rather than accepting, and to be pathfinders rather than followers. It will also lead them, the evidence suggests, to a career that will allow them to use what they've learned in the broadest sense; one which they will find rewarding, interesting and challenging. To put it simply, they should decide *who* they want to be when they grow up, not just *what* they want to be.

David Maxwell has been the Dean of Undergraduate Studies at Tufts University since 1981. Formerly the Director of the Program in Russian at Tufts, he has been teaching Russian language and literature nearly fifteen years and in 1979 was the recipient of the Lillian Leibner Award for Distinguished Teaching and Advising. A Fulbright Fellow in Moscow in 1970-71, Dean Maxwell is the author of numerous scholarly articles on Russian literature. He is active in a number of organizations concerned with liberal arts education, and is a charter member of the Council on Liberal Learning.

Guide to Guides For High-School Students

The Best Buys in College Education, by Edward B. Fiske (Times Books; 393 pages). Mr. Fiske, the education editor of the New York *Times*, has published his *Selective Guide to Colleges* since 1982. This fall he released *Best Buys*, which lists 200 colleges — both public and private — that are identified as particularly good values. The institutions range from Pratt Institute ($10,088 tuition) to Cooper Union ($300). Included are statistics (including admissions and financial-aid figures), and essays describing what Mr. Fiske calls "the academic and social climate" of the institutions.

The Insider's Guide to the Colleges, by the staff of the Yale *Daily News* (St. Martin's Press; 568 pages). "Obviously," the editors say in their preface, "it's impossible to capture the full scope and breadth of any institution in two or three pages of text." The editors of the Yale *Daily News* — and student correspondents on more than 150 campuses — offer readers, according to the book's cover, an account of "what . . . colleges are really like."

The brief descriptive sections tend to give colleges labels, provide a sweeping sense of the atmosphere, and describe campus social life. The book also provides an introduction to college "trends in the Eighties" and includes lists of colleges in categories such as "liberal arts colleges with an emphasis on preprofessionalism," and "colleges deemphasizing varsity sports."

100 Top Colleges, by John McClintock (John Wiley & Sons, Inc.; 225 pages). In addition to its statistical descriptions of what it calls "America's best" institutions, *100 Top Colleges* suggests a systematic method for selecting a college. By answering a series of multiple-choice questions and plugging the answers into boxes, students may narrow their choice of institutions to conform to the qualities they value. "Choosing a college may never become a strictly scientific process," writes Mr. McClintock, "but it can be rational." The profiles of institutions rely heavily on statistics of all kinds, including ratings for "personal life," "mix of students," and "student motivation."

Rugg's Recommendations on the Colleges, by Frederick E. Rugg (Whitebrook Books; 65 pages). Mr. Rugg, a high-school guidance counselor, organizes his book by academic majors, from agriculture to zoology. In each section, the book recommends several colleges whose departments are felt to be among the best in the country. Within majors, the lists are divided into three categories: "most selective," "very selective," and "selective." Information about the colleges was obtained primarily through random interviews with students and others affiliated with institutions, according to the book.

"I even did weird things like interview the scorer and timer at the halftime of a basketball game at Williams College," Mr. Rugg writes. "We ended up discussing the classics department there (small, but good)." Mr. Rugg rates William's classics department among the best in the nation.

Lisa Birnbach's College Book, by Lisa Birnbach (Ballantine Books; 515 pages.) Lake Forest College has the best salad bar of any College. The most

promiscuous students are at Boston University. Connoisseurs of such information will find plenty of it in Ms. Birnbach's book, which describes student life at 186 colleges. "This is the inside scoop," writes Ms. Birnbach, "the juicy stuff you can only learn by visiting the campuses, by going to school there. This is the real thing." Entries place little emphasis on statistics and list such categories as "best professors," "gay situation," and "best thing about school."

The Public Ivys: A Guide to America's Best Public Undergraduate Colleges and Universities, by Richard Moll (Viking; 289 pages) "Even the parents with ready cash are wondering if Olde Ivy is worth two or three times the price of a thoroughly respectable public institution," Mr. Moll writes. His book contains lengthy narrative and statistical descriptions of 17 public institutions he says are comparable to Ivy League universities. Mr. Moll chose the 17 based on admissions selectivity, "quality" of "undergraduate experience," institutions' financial resources, and prestige.

America's Lowest Cost Colleges, by Nicholas A. Ross (Freundlich Books; 253 pages). North Carolina residents will be delighted to learn that, according to Mr. Ross's book, 13 institutions in their state charge $150 or less for one year's tuition. Californians have more reason to celebrate: 36 colleges are identified here as charging $100.

"This book was written," Mr. Ross writes, "because too many parents have been forced to sacrifice for their children's education. . . . Worst of all, too many young people have decided not to go to college, because they think they can't afford it." The book includes brief descriptions of more than 700 colleges with annual tuitions of less than $1,500.

The College Handbook, 1985-86 (College Entrance Examination Board; 1,900 pages). The College Board's guide is filled with facts and figures that answer any basic question a prospective student might have about more than 3,000 institutions: number of students, a description of the location ("city," "small town," etc.), major fields of study, and special programs. It also gives a brief "class profile" and statistics on the number of applicants admitted from the most recent pool. The introduction offers students advice on how to choose a college.

Selective Guide to Colleges, by Edward B. Fiske (Times Books; 482 pages). "If you are wondering whether to consider a particular college," Mr. Fiske writes, "it is logical to seek out friends or acquaintances who go there and ask what it's like. What we have done is exactly this. . . ." Mr. Fiske has written brief, general descriptions of what the book calls "the 275 colleges you are most likely to consider." The descriptions tend to emphasize various components of student life, as well as the academic reputations of institutions. In addition to the narrative descriptions, Mr. Fiske rates three qualities — "Academics," "Social Life," and "Quality of Life," on a subjective one-to-five scale.

GENERAL CATALOGUES

Barron's Guide to the Two-Year Colleges (Barron's Educational Series, Inc.; volume one: 319 pages; volume two: 282 pages). The first volume of this two-volume set lists facilities, costs, programs and admissions requirements of more than 1,500 two-year institutions. Using charts, the second volume identifies institutions offering programs in five general categories: business and commerce; communications, media, and public services; health services; agricultural and environmental management; engineering and technologies. It also provides a separate list of institutions offering liberal-arts programs.

Barron's Profiles of American Colleges (Barron's Educational Series, Inc.; 1,151 pages). In addition to providing statistical information — including median S.A.T. scores, student-faculty ratio, and tuition costs — *Barron's* ranks each college on a scale from "most competitive" to "non-competitive." The book's introduction says the rankings are determined by a combination of the institution's rate of acceptance and the average high-school grade-point average and median S.A.T. scores of students who are accepted.

Comparative Guide to American Colleges, by James Cass and Max Birnbaum (Harper & Row; 706 pages). While it includes many of the statistical laundry lists of other fact-filled guides, Cass and Birnbaum's book also throws in an introductory paragraph giving a general description of each institution. Each entry also includes sections on "academic environment," "religious orientation," and "campus life" and information on the proportion of degrees conferred in various departments. Like *Barron's*, the book uses what it calls a "selectivity index," rating institutions with competitive admissions from "selective" to "among the most selective in the country."

Lovejoy's College Guide, edited by Charles Straughn and Barbarasue Lovejoy Straughn (Monarch Press; 604 pages). Listing more than 2,500 colleges and universities, *Lovejoy's* is concise and informative but offers less statistical material than do some of the other catalogues. Its decriptions are much briefer than those in most of the other guides, such as *Barron's* and Cass and Birnbaum.

Peterson's Competitive Colleges, Karen C. Hegener, editor (Peterson's Guides; 358 pages). In its fourth edition, it includes one-page profiles of 301 "selective" institutions — those whose students do well on standarized tests and which consistently have more applicants who meet entrance standards than are admitted. The book contains lists of the colleges and universities by cost, size, religious affiliation, and other factors. It also includes one-paragraph profiles of selective arts colleges and conservatories.

Peterson's Four-Year Colleges 1986, Andrea E. Lehman, editor (Peterson's Guides; 2,237 pages). In a volume larger than the Manhattan telephone directory, *Peterson's*, which is updated annually, provides general information about more than 3,000 institutions. It also includes a section of two-page "messages from the colleges," profiles provided by institutions that each pay $895 for the space. In addition, the book provides a chart with a state-by-state breakdown of colleges, listings of institutions organized by majors offered, difficulty of admission, and costs.

Lovejoy's Concise College Guide, edited by Charles Straughn and Barbarasue Lovejoy Straughn (Monarch Press; 375 pages). "The criteria used for the selection of the 370 institutions are varied to include the most diverse selection of schools for you to choose from," says the introduction. The book never explains those criteria, but the editors seem to have included the most selective institutions. The descriptions of the colleges are slightly abbreviated selections from the larger *Lovejoy's*, including information on enrollment, cost, academic majors, and student life.

SPECIALIZED GUIDES

Who Offers Part-Time Degree Programs? edited by Karen C. Hegener (Peterson's Guides; 417 pages). The listings include more than 2,500 institutions offering part-time undergraduate and graduate degree programs. The guide also includes separate directories of colleges with evening, summer, and weekend programs.

The Black Student's Guide to Colleges, edited by Barry Beckham

(Beckham House Publishers; 495 pages). Mr. Beckham, a professor of English at Brown University, writes in his introduction that he wishes to provide information "in both objective and subjective terms" to help black students choose among colleges. Each campus profile is based on information supplied by the institution and by five of its students, whose individual statements are often noted. In narrative form, the book provides details on topics including race relations, support services, cultural opportunities, and black organizations.

Everywoman's Guide to Colleges and Universities, edited by Florence Howe, Suzanne Howard, and Mary Jo Boehm Strauss (Feminist Press; 512 pages). For each of the 600 colleges it evaluates, *Everywoman's Guide* provides a ranking — on a three-star scale — for each of several categories: "students," "faculty," "administrators," "women and the curriculum," and "women and athletics." An introduction notes that those are areas of "special importance." In narrative form, each entry provides additional material under such headings as "policies to ensure fairness to women," "women in leadership positions," and "special services and programs for women."

A Guide to Colleges for Learning Disabled Students, edited by Mary Ann Liscio (Academic Press, Inc.; 490 pages). In addition to some basic information about admissions requirements and tuition, each entry lists services for learning disabled students, "modifications to the traditional learning environment" (including such details as tape recorders provided to tape lectures, and "longer time to complete exams"), and a person on campus for learning-disabled students to contact.

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Learning a New Role

By Paul and Ann Krouse

Most literature directed to parents of college-bound students focuses on financial matters, an area of great interest and concern to most of us. Yet there are other roles besides bankrolls which require attention and involvement. Some are obvious and others more subtle. Having just completed the college admissions process with our eldest daughter, my wife and I would like to share our experiences and views.

Be involved.

Selecting a college is just one more experience in the parenting process with the usual mixture of risks, rewards, joys, and uncertainties. You will find yourself pouring over directories, college catalogs, counselor recommendations, applications, and financial aid forms. The more you do together, the less tedious the tasks and the more enlightening the process becomes. We found ourselves engaged in a very productive cycle which started with counselor/student meetings. From this counselor-to-parent shuttle which was repeated several times over a period of a few weeks, our daughter developed a list of six or seven college choices. We visited several of her college choices on a 4-day car trip and ultimately she selected a college which happily accepted her. Waiting for the acceptance letter was agonizing, receiving it was joyous. The family celebration which followed was memorable.

Our experiences were undoubtedly quite common. The subtleties merit equal awareness.

Listen to your child.

Most of us have our own preferences of where we would like our children to go to school, but we've had our chance(s) and now it's their turn. Certainly your guidance, opinions, and views are important. You may have some inflexible requirements which your child must be responsive to such as financial limitations. Nevertheless, it is imperative that you listen to your child's preferences and to the best of your ability and with your best judgement encourage your child to fulfill his or her dreams, not yours.

Be patient and "tune-in."

The separation between child and family is beginning and it impacts on everyone involved in different ways and at different times. So much of the college admissions process requires that the children initiate action which will cause separation that there is frequently a reluctance to complete a task which can easily be misinterpreted as laziness or irresponsibility. An application may remain untouched, an essay delayed, a conference postponed. You must "tune-in" to your child's emotions and try to determine when he or she is being

lax and when normal anxieties are rising to the surface, slowing down progress. Try to be patient, guide instead of push and acknowledge your mutual feelings instead of hiding them. The closer the family is, the more pronounced these experiences may be.

Respect your child's privacy.

Social gatherings will undoubtedly bring you into contact with other parents of college-bound students and the plans and experiences of your children will become timely topics of conversation. Sharing experiences with other parents can be mutually beneficial. But, revealing your child's exact SAT scores, GPA, class rank and similar information is an invasion of privacy. If your child wants to announce this information to friends, relatives or other parents, that's his or her business and choice — not yours. Certainly you wouldn't want your child publicizing your income or other personal information to outsiders. Similarly, your child probably would prefer that some aspects of this process remain within the family. You will be amazed at what remarkably bad taste some parents exhibit in discussing their children's experiences.

Shop carefully.

As adults, you are undoubtedly a more experienced and sophisticated shopper than your child and your experience can be significant as your child shops for a college. Most colleges are very ethical and professional in their recruitment practices, but remember they are "selling." At college fairs, admissions officers can be persuasive which is not to their discredit. College catalogs can be slick and attractive which is also understandable and acceptable. But remember, most colleges are selling a package that can cost $5,000 to $15,000 per year or $20,000 to $60,000 over four years. They need from 100 to 10,000 new students each year to keep their doors open. That's not an indictment of their motives, but simply a representation of their realities. Read between the lines and beyond the pretty pictures. Don't hesitate to confer with your child's counselors about the choices and options available — counselors are generally objective and committed to serving the student, not a particular institution. When you visit campuses allow enough time to wander on your own *after* your formal tour, usually conducted by the admissions office. Walk into the library, dormitories, student union and even classrooms, if possible. Talk to students around the campus and observe as much as you can. Virtually all college admissions officials will encourage such "investigations" on your part since they don't want your child to make a mistake and stay for one year or less anymore than you do.

Naturally, each family's experiences will be a little different. The process is not very scientific yet, inspite of computerbanks, search services, video presentations, etc. Like looking for a house, there is more emotion in the process than some are ready to acknowledge. Nevertheless, as we look back, it was another enjoyable family experience where the rewards far outweigh the risks.

Paul and Ann Krouse are the publishers of WHO'S WHO AMONG AMERICAN HIGH SCHOOL STUDENTS and the parents of four delightful children. This article was written shortly after they completed the college selection/admissions process for the first time with their eldest daughter Amy who entered the freshman class at Tufts University, Medford, Massachusetts in the fall of 1983. WHEW!

About the Publisher

Since 1967, WHO'S WHO AMONG AMERICAN HIGH SCHOOL STUDENTS® has provided award recognition for junior and senior class high school students who have demonstrated excellence in academics, athletics or extra-curricular activities. More than 13,500 high schools and most of our nation's major youth organizations use the publication to recognize their student leaders.

To assure public awareness of the achievements of listed students, WHO'S WHO is distributed free to all high schools who participate in the program and all colleges and libraries interested in student leaders. Up to 15,000 complimentary copies of the book are circulated each year. Further recognition for students is also accomplished through a press relations program in which 2,000 newspapers nationwide publish articles listing their local WHO'S WHO award winners.

In addition to recognizing the achievements of students, WHO'S WHO sponsors:

- **Scholarship Awards** - More than $100,000 in awards each year through three separate programs
- **College Referral Service®** A reference service linking college-bound students with colleges and universities
- **Grants** - Financial support for educational and youth organizations which provide valuable programs and services for our nation's youth
- **Teen Surveys** - Opinion polls of student leaders circulated to educators, government officials and the press
- **Spokesteens** - A select group of WHO'S WHO students who tour media centers and are made available to the press to promote the image and views of teen leaders
- **College-Bound Digest™** A booklet distributed free to high school guidance offices with valuable advice and information for college-bound students.

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